

1979

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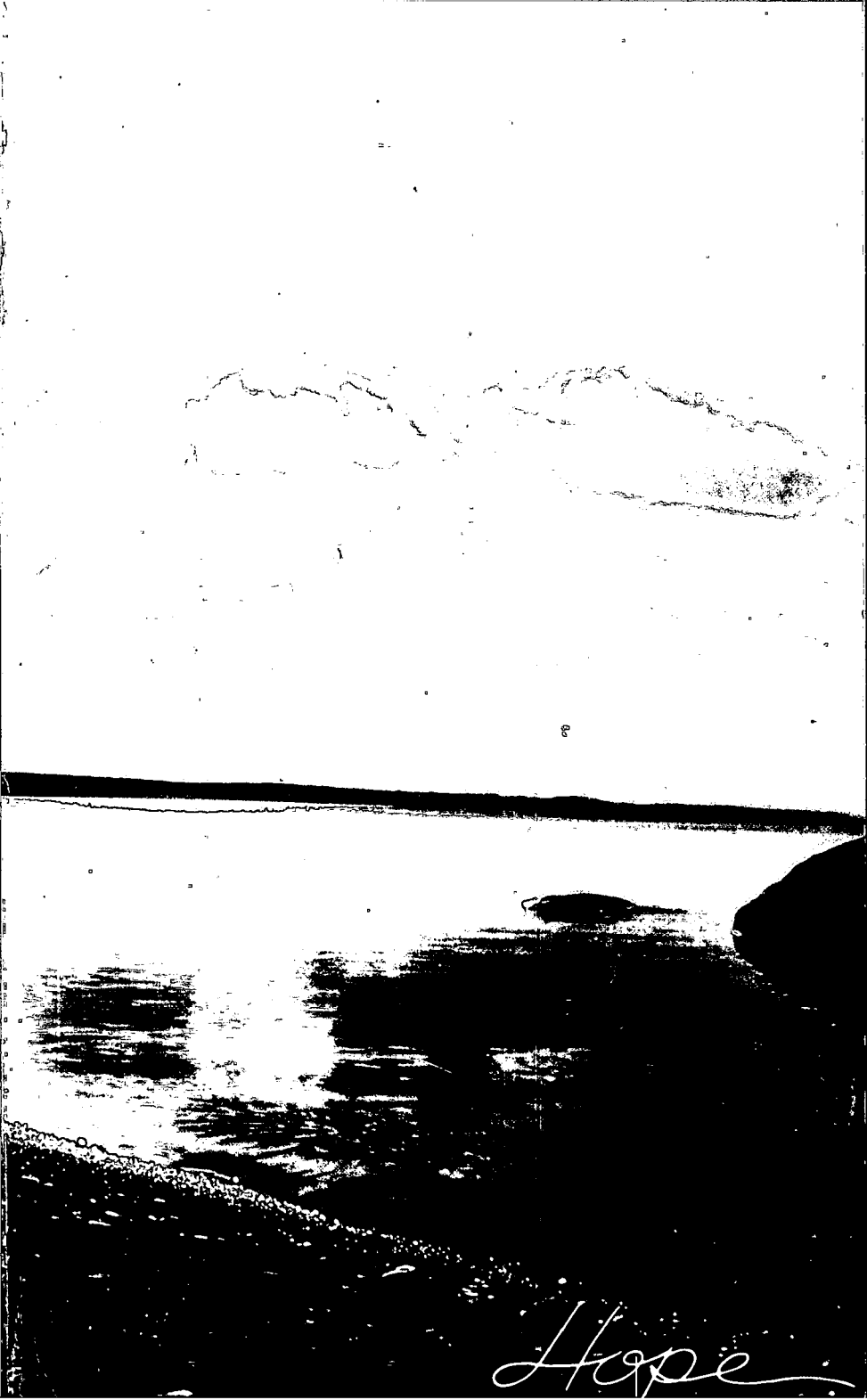


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Hope

HOPE COLLEGE CALENDAR 1979/80

Fall Semester (1979)

August 31, Friday
September 1, Saturday
September 1, Saturday
September 2-3, Sun.-Mon.
September 4, Tuesday
September 4, Tuesday
September 12, Wednesday
October 12, Friday
October 17, Wednesday
October 19, 20, 21, Fri.-Sun.
October 19, Friday
November 2, 3, 4, Fri.-Sun.
November 7, Wednesday
November 22, Thursday
November 26, Monday
December 3-7, Mon.-Fri.
December 14, Friday
December 17-21, Mon.-Fri.
December 31, Monday
February 1, Friday

Faculty Conference
Residence Halls Open, 8 a.m.
Freshman Orientation Begins
Freshman Orientation
Late Registration, 9-11 a.m., DeWitt
Classes Begin, 8:30 a.m., Formal Convocation (evening)
Last Day to Enroll for Credit; Last Day to Drop Courses
Fall Recess Begins, 5:20 p.m.
Fall Recess Ends, 8 a.m.
Homecoming Weekend
Mid-Term Grades Due in Registrar's Office, 4 p.m.
Parents' Weekend
Last Day to Withdraw with a "W" Grade
Thanksgiving Recess Begins, 8 a.m.
Thanksgiving Recess Ends, 8 a.m.
Registration for Spring Semester 1980
Last Day of Classes
Semester Examinations
Final Grades Due in Registrar's Office, 12 Noon
Incompletes from the First Semester not made up become an "F"

Spring Semester 1980

January 13, Sunday
January 14, Monday
January 15, Tuesday
January 24, Thursday
February 21, Thursday
February 25, Monday
March 7, Friday
March 21, Friday
March 28, Friday
April 6, Sunday
April 8, Tuesday
April 14-18, Mon.-Fri.
May 2, Friday
May 5-9, Mon.-Fri.
May 10, Saturday
May 11, Sunday
May 15, Thursday
June 20, Friday

Residence Halls Open, 12 Noon
Registration for New Students, 2-4 p.m., DeWitt
Classes Begin, 8:30 a.m.
Last Day to Enroll for Credit; Last Day to Drop Courses
Winter Recess Begins, 8 a.m.
Winter Recess Ends, 8 a.m.
Mid-Term Grades Due in Registrar's Office, 4 p.m.
Last Day to Withdraw from Courses with a "W" Grade
Spring Recess Begins, 8 a.m.
Residence Halls Open, 12 Noon
Spring Recess Ends, 8 a.m.
Registration for Fall Semester 1980-81
May Day; Classes Dismissed at 12:20 p.m.
Semester Examinations
Alumni Day
Baccalaureate and Commencement
Final Grades Due in Registrar's Office, 12 Noon
Incompletes from Second Semester not made up become an "F"

May Term (1980)

May 12, Monday

May 12, Monday
May 30, Friday

Registration & Payment of Fees, 8 a.m.-12 Noon,
Registrar's Office
Classes Begin in Afternoon
May Term Ends

June Term (1980)

June 2, Monday

June 2, Monday
June 20, Friday

Registration & Payment of Fees, 8 a.m.-12 Noon,
Registrar's Office
Classes Begin in Afternoon
June Term Ends

Summer Session (1980)

June 23, Monday
June 23, Monday
August 1, Friday

Registration & Payment of Fees, 8-10 a.m., DeWitt
Classes Begin (Abbreviated Schedule)
Summer Session Ends

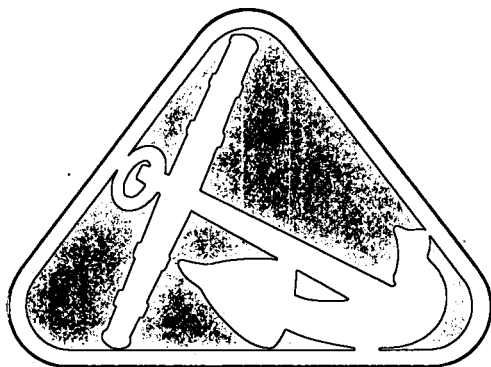
HOPE COLLEGE

HOLLAND, MICHIGAN 49423 / TELEPHONE (616) 392-5111

Volume No. 115

*a four-year coeducational liberal
arts college affiliated with the
Reformed Church in America*

Published July 1, 1979



Hope College is committed to the concept of equal rights,
equal opportunities, and equal protection of the law.
It administers all programs — admissions, financial aid, employment,
instruction, and services — without regard to race, creed,
age, sex, national origin, or handicap.

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HOPE AT A GLANCE

In 1851, four years after settlers from the Netherlands founded Holland on the eastern shore of Lake Michigan, a school was established to meet the educational needs of the young colony. Battling hostile forces in an untamed land, the Dutch settlers were sustained by a love of liberty and devotion to God that set the guidelines for their new institution. This Pioneer School evolved into the Holland Academy, which in 1862 enrolled its first college class. On May 14, 1866, the institution was chartered as Hope College, and on July 17, 1866, the first class of eight students was graduated.

Today Hope College is a distinguished and distinctive liberal arts, four-year, undergraduate college, affiliated with the Reformed Church in America. Its great religious heritage is expressed through a dynamic Christian community — students and teachers vitally concerned with a relevant faith that changes lives and transforms society.

The curriculum offers a variety of courses in 35 major fields. The College has long been known for outstanding pre-professional training. Each year many graduates go on to further study in the leading graduate schools here and abroad, or directly enter professions.

Hope College is fully accredited by the North Central Association of Colleges and Secondary Schools, the National Council for Accreditation of Teacher Education, the American Chemical Society, the National Association of Schools of Art and the National Association of Schools of Music.

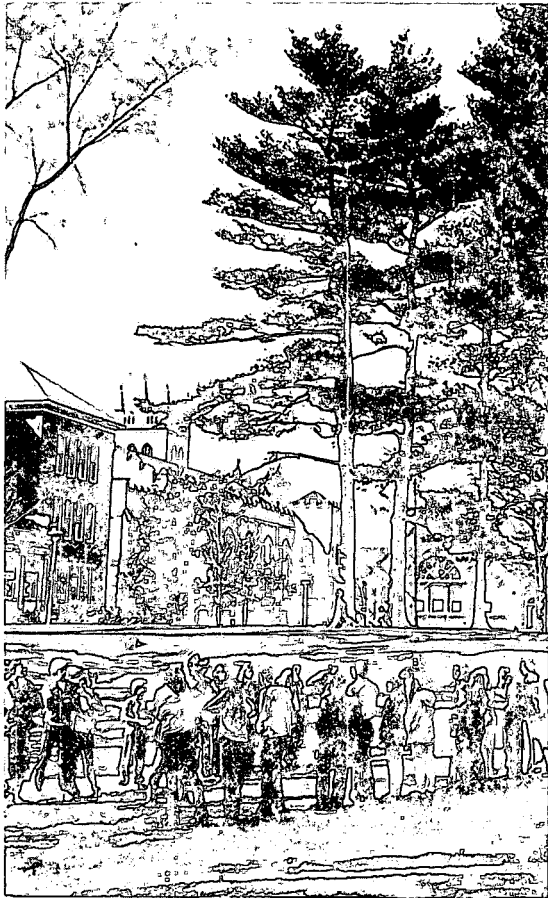
Hope is a member of the Michigan Intercollegiate Athletic Association and fields varsity teams for men and women in 18 sports. An active intramural program is also offered.



Hope at a Glance



HOPE'S REASON FOR BEING



HOPE occupies a special place in the vast array of educational opportunities in the United States. It makes its contribution to the vitality and diversity of American higher education through the distinctiveness of its educational philosophy and program. For more than a century, Hope has cherished the conviction that life is God's trust, a trust which each of us is called to activate personally by an insistent concern for intelligent involvement in the human community and its problems.

Hope's reason for being is each individual student; its purpose is the growth and development of each student as a competent, creative, compassionate human being; its design is to provide full opportunity for the fulfillment of each individual student, not only for his or her self-gratification, but

5

also for what he or she can give to others in service to God and man.

Hope holds that a vital faith is central to education and to life — that faith provides both the incentive and the dynamic for learning and living.

HOPE WELCOMES able young men and women of all social and economic levels. It is interested in students who sincerely seek to enlarge their minds, to deepen their commitments, and to develop their capacities for service.

HOPE PROVIDES an adventure in learning and living, not only for knowledge and wisdom, but for understanding, for meaning, and for purpose.

As a partner in this seeking fellowship, Hope students find a faculty of professionally distinguished scholars who have a genuine concern for the total



Hope in 1978-79 initiated a novel approach to physical and health education. The Health Dynamics Program includes an evaluation of a student's health fitness and an activity component designed to help the individual to become involved in a physically active lifestyle.

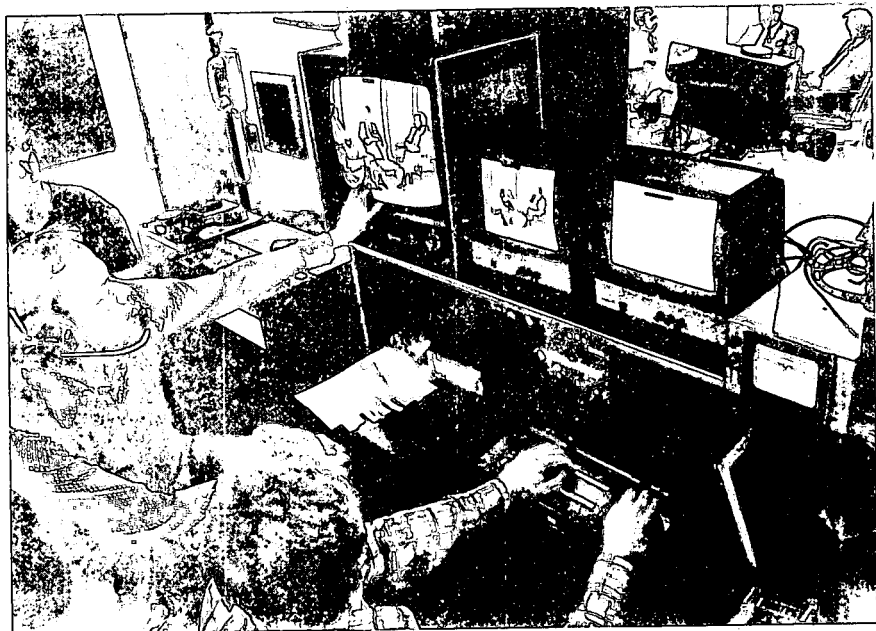
Hope's Reason For Being

development of each student. Hope's finest teachers teach elementary as well as advanced courses. Independent work on a highly personal basis is encouraged.

Hope offers a well-equipped and friendly environment. Campus life centers around residence halls, which serve as social centers for meals and conversation, and provide congenial surroundings for students to learn from one another. The diversity of student backgrounds, geographic and ethnic origins, and personal interests adds variety and richness to the group living experience.

Many co-curricular activities and cultural events provide a variety of rich opportunities for learning and personal development.

HOPE PREPARES men and women who are persons in their own rights — uncommon men and women who have a personal dignity based on intelligence, a sense of responsibility, and a deeply rooted faith. For more than a century, Hope has sent alumni to the four corners of the world — alumni who have enriched their professions and humanity far out of proportion to their numbers. Her graduates aim to go beyond specialization toward a synthesis of all learning into a life of meaning, purpose, and commitment.



The communication department at Hope has a strong media program and an excellent closed-circuit television studio that feeds into community cable TV system.

HOPE PEOPLE . . . THE FACULTY

When describing an institution, the tendency is to focus on things which are quantifiable and easily measured, such as enrollment, campus facilities, and academic programs.

An equally important aspect of Hope College is the people who make up the college community. It is through diverse individuals, such as those featured on the following pages, that the vital nature of a Hope education finds expression.

The faculty is comprised of men and women of high scholastic attainment and of deep concern for the growth and development of students. Hope's faculty insures the quality education which has long been the hallmark of the College.

Hope's faculty members serve not only as teachers, but also as counselors, advisors, and friends to students. Outside the classroom, they contribute to the intellectual vitality of the campus through evenings with students in their homes, "bull sessions" in residence halls or in the campus coffee shop, essays in *the anchor* and many informal contacts with students.

Hope's faculty includes 145 full-time and 22 part-time members, drawn from 66 different universities and colleges. More than 75% hold completed doctorates or other terminal degrees. The student-faculty ratio is 15-1, assuring students excellent opportunities for learning interaction and personal contact with professors, especially within one's major field of study.

- 8 Faculty professional activity is encouraged and during a recent year 97 books and articles were published by faculty members.



Mary Susan McCarthy
Assistant Professor of French

Mary Susan McCarthy, assistant professor of French, believes that Hope's program in the intensive method of French instruction (see page 178) has benefits for both students and teacher:

"It's an excellent program. It can be more time consuming, but it's highly rewarding, I think, because the students do so well. It's a high-powered approach, fast, dynamic, and very successful.



A side benefit of the intensive method, says McCarthy, is that personal relationships inevitably develop between students and teacher who face each other every day of the academic year. The value of these pleasant relationships is likely increased by the fact that the majority of intensive method students are freshmen still in the process of feeling at home on campus. Beyond the acquisition of a language, students and teacher both learn a great deal about themselves and each other.

McCarthy says she's struck by the challenge of being one of a small number of women on the Hope faculty. She believes Hope students — both men and women — are badly in need of exposure to professional women. She strives to be a visible model and help students realize the great variety of alternatives before them, as well as their own potential.

She has lived and studied in France on three separate occasions and has a special research interest in the work of French novelist Balzac. In addition, she's interested in all arts "as an appreciator," enjoys reading and sports, and consciously invests much time in maintaining and developing friendships.

Hope People

A

Lawrence Green
Professor of Physical Education



"I get to know athletes better than just about anybody," says Lawrence ("Doc") Green, professor of physical education and recreation and Hope's longtime trainer. "One of the biggest services I offer to students is just being around to listen. Often when they're hurt, they start to talk about their problems — problems as athletes, personal problems, whatever."

During his 26 years at Hope, Green reckons he's taught "a little bit of everything" that the

physical education department has offered. Currently he's head tennis coach in addition to his teaching and training responsibilities.

10 He is one of the Dow Health and Physical Education Center's most delighted occupants. With the training room located adjacent to the health clinic, he is able to extend his therapeutic services to all injured Hope students, not just athletes.

He points with pride to Hope's philosophy of sport:

"Our society puts kids under a lot of heat. If someone was a star athlete in high school and if they let that become everything to them, they're going to be in trouble here at Hope until they make the adjustment. Athletics should never be an end in itself. Athletics are a part of life, but they're not all of life. By and large, Hope's kids understand that pretty well by the time they graduate. And it's a good feeling to know you were part of that process."

Green plays handball as often as he can, golfs nearly year-round, can do 60 consecutive pushups and — at 55 — considers himself a living testimony to the benefits of daily exercise.

Eugene C. Jekel Professor of Chemistry

"The lab is the place I really get to know students. The lab aspect of science instruction is something I appreciate about my discipline," says Eugene C. Jekel, professor of chemistry.

Jekel describes chemistry as "a very conceptual science," and says he strives in his teaching to emphasize problem-solving as a means of understanding concepts.

"Ultimately, I'm interested in assuring that the student is well prepared to meet the demands of graduate school or professional employment."

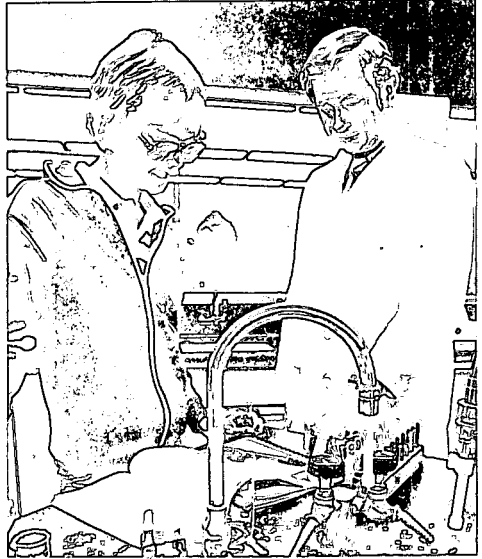
As chairman of the Health Professions Committee, Jekel serves as a special advisor to students interested in a career in medicine, dentistry or medical technology.

"I enjoy working with these students very much, and one of my major tasks is to assist them in presenting their application materials in the best possible way."

Hope students have a well-established reputation for acceptance into medical schools at a rate well above the national average (see page 33).

"Nowadays, medical schools take students with abilities in the sciences who also know how to work effectively with others. Hope provides a good environment for developing these characteristics. And I think the Christian perspective of many Hope students also makes them individuals who are interested in serving humankind — an important qualification in the medical profession."

Summers Jekel serves as director of an institute for high school chemistry teachers which is held on the Hope campus. He enjoys traveling with his family in his schoolbus-yellow VW camper and also does some photography.



Hope People

William Mayer Assistant Professor Art

"Art has a rather strange place in any academic situation," says William Mayer, assistant professor of art. "In most cases, students are expected to think analytically, to think in terms of cause and effect. Art is intuitive. It depends on feeling, on what comes from the heart. But it's hard for students to cut loose from the analytical approach."

A ceramics and mixed-media sculptor, Mayer believes it's important for professors to exhibit their work at regular intervals. Last spring he staged his first two shows in Western Michigan.

"I find that, for me, deadlines and a certain degree of pressure — **not** anxiety — is good."

Moreover, Mayer contends that "students need an energy source to draw from" and that professors can provide this through both counsel and example. But fallow periods are also vital:

"In between shows, I do a lot of thinking," he says, "I get new ideas from small things, unique things or things I see in nature. I use the environment often as a stimulus for my work."

Mayer is particularly happy about teaching at a Christian college.

"I think there are many Christian artists who feel stifled much of the time. Christian art doesn't have to be evangelical art. It deals with attitude and integrity, not simply with having Christian images in one's work. I feel there is a challenge here, a mission."

Mayer enjoys music — all types — and travel, a love spawned during an earlier short career as a long-haul truck driver.



Elliot A. Tanis Professor of Mathematics

"I would like for my students to come to see that mathematics is important and that it has many applications in life," says Elliot A. Tanis, professor of mathematics and chairman of the department.

Hope's department of mathematics has a strong service orientation. Although the number of mathematics majors has decreased in recent years, the department's total enrollments have increased

as students from a variety of majors seek to bolster their academic preparations with a working knowledge of mathematical principles.

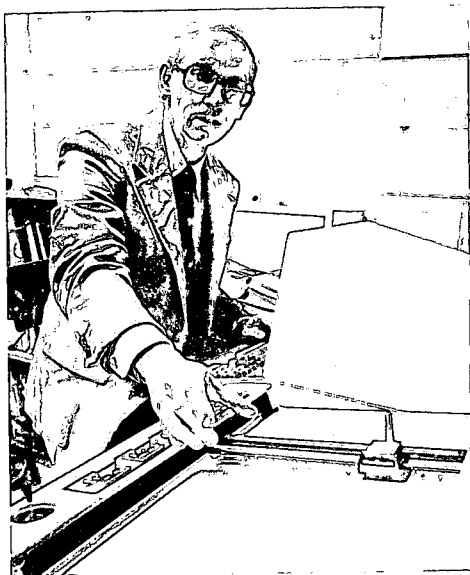
The co-author of an internationally-distributed textbook, *Probability and Statistical Inference* (MacMillan, 1976), Tanis bases a good portion of his classroom presentations on lectures conducted at the blackboard. He also has some favorite demonstration devices: a silver urn, elaborately bedecked with dwarves and gnomes, to contain the scraps of paper used in probability studies, several "cheap urns" (3 lb. coffee tins), and pipe cleaner cube "drawings" to show four dimensional cubes in various spaces.

He hopes to begin work in the coming years on an introductory statistics textbook which will make extensive use of the computer for the simulation of many random experiments.

"A goal I have for statistics students is to help them become more critical readers of statistical representations. There are statistics in every newspaper today, and we can so easily be sucked in by them. We've been taught to put absolute belief in numbers. But numbers can sometimes lie."

Tanis' research projects always include students. He believes strongly in the value of student involvement and meets weekly with his co-researchers to maximize interaction.

Tanis lists as hobbies tennis, racquetball and photography.



Hope People

Jane R. Dickie

Associate Professor of Psychology

"I think it's important for students to be able to integrate various areas of their lives with the subject matter of psychology," says Jane R. Dickie, associate professor of psychology. "We need to get away from the idea of compartmentalizing knowledge. Students need to see learning from a large perspective."

Dickie finds that field placements (working a few hours each week at a day care center or a senior citizens' lunch program, for



example), writing book reports on novels which illustrate psychological principles, as well as subjective reporting on technical readings all help students to better apply learning to real-life situations.

A child development specialist, Dickie's area of concentration is parent/child interaction. Today's mothers and fathers need new ways of learning the art of

- 14 parenting, she claims, since often their own parents are hundreds of miles away. Dickie's recent research indicates that training particularly improves a father's competence, and her studies suggest that as fathers improve in dealing with infants, mothers "move over" to allow the infant and father even more time together.

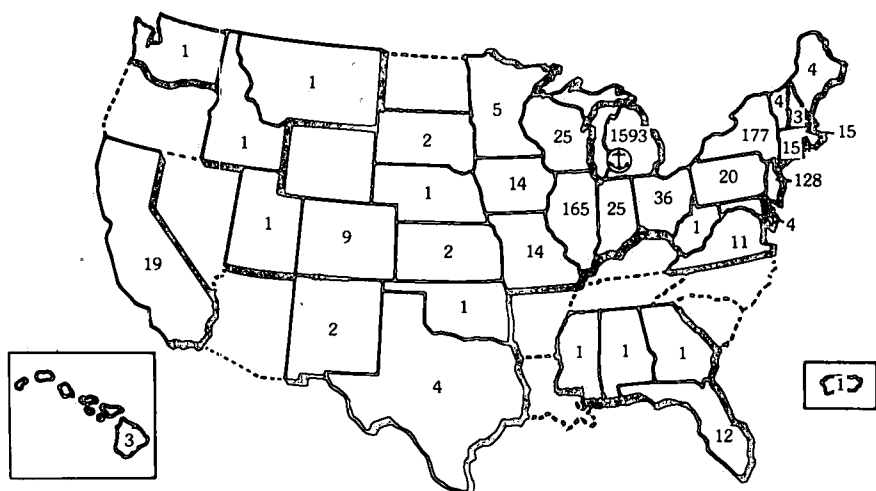
Dickie believes that the Hope psychology department is distinctive in its emphasis on field placements, which occur in beginning courses as well as advanced studies. She also points to the faculty's diversity of special interests, and the opportunities for faculty/student research during the junior and senior years. Moreover, fine facilities allow for coursework and research ranging from biofeedback to therapeutic relations with children.

Away from the classroom and the lab, Dickie enjoys spending time with her family in outdoor activities, including camping, sailing and skiing.

HOPE PEOPLE . . . THE STUDENTS

Hope's student body is comprised of over 2,330 men and women, representing 40 states and 20 foreign countries. Approximately 50% are from Midwestern states, 30% from the Eastern Seaboard, and 20% from the West, South, and foreign nations.

1978-79 GEOGRAPHICAL DISTRIBUTION OF STUDENTS



FOREIGN COUNTRIES REPRESENTED

Austria (1)	Germany (4)	Malaysia (1)	Singapore (1)
Canada (1)	Hong Kong (1)	Mexico (4)	South Africa (1)
Chile (5)	Iran (8)	Qatar (1)	Spain (1)
Cuba (1)	Japan (10)	Rhodesia (1)	Taiwan (1)
France (1)	Jordan (1)	Saudi Arabia (1)	Vietnam (4)

Hope People

Derk Strauch '81
Hicksville, N.Y.



"When I first came to Hope, I had an upper edge. My older brother had been here two years and I hoped he would be able to help in assimilating. I soon discovered that the help wasn't necessary at all. My professors in the religion department were anxious to get to know me and welcome me into the department and the school. . . I've found professors ready to meet my challenge and to challenge me also, a major part of a liberal arts education at Hope.

"I've found the religion major program an opportune way of studying for the ministry. I am encouraged to evaluate my beliefs in the new light that is cast by my courses. The professors encourage students to visit their offices and have in-depth discussions that are not possible inside the classroom situation. Independent studies, in which the student works alone with the professor, are highly recommended to give the student an opportunity to freely express one's self in a more concentrated study of one's choice. Every opportunity to examine one's academic goals (Seminary or Divinity School) and careers is encouraged by the department. I was fortunate enough to be a Hope delegate to the the General Synod of the RCA, which is in line with my career goals. The religion professors have a true and deep concern for the students at Hope, and especially the majors. I believe that the religion department recognizes its responsibility in preparing young men and women for the ministry of Jesus Christ and is ready to meet that demand with hope and joy."

Duc Nguyen '80
Saigon, Viet Nam

"My expectation when I first arrived in this country in October, 1975, was to establish better relationships with people and to pursue an education for my career. There were many places and alternatives for me to consider as I tried to find the right place for me. It was not an easy decision until I came to know Hope College. I have been here for one year, not enough time for me to do all the things I want, but long enough to say that I am convinced that my decision was wisely selected.

"As a student of economics and business, I transferred from Muskegon Community College last year. I have enjoyed the excellent academic features of the department. The subjects are very interesting in themselves; in addition, the professors have priority on their students' benefits and indirectly create more incentives for me to learn.

"There are many activities around campus to satisfy the needs and interests of many individuals. For example, I have been working on campus part-time in photography and participate in the International Relations Club.

"Living on campus is not only the best way to fulfill my academic ambition; it also provides me many other opportunities to learn and share things with people. To be on a small campus like Hope, I have chances to meet and talk with many people who have eventually become my friends. I believe friendship is always important because it increases our understanding, creates our laughter and helps us have easy means of sharing. And the more we share, the more we learn."



Hope People

David McKinney '81
Detroit, Mich.

"Being from a big city, I am used to size and numbers. Although I went to a small high school by day, the rest of my existence was in a large ocean, so to speak. When I was considering Hope College, the school's size definitely attracted me. I thought that I would function better at a place where people are important. To me, that's what Hope College is — people. A place where the individual can say, 'Hey, I count, I'm a part of this place.' I have friends at larger schools who don't have a chance to deal with professors on the one-to-one level that I often have.



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"One of the most enchanting things about Hope is that since the student body is so small, over a year's time one can come in contact with a great percentage of the people that are here. This meeting of new and different people is excellent for me because I'm a 'people person.'

"Hope College offers students more than a solid education. Hope College provides people with the atmosphere that is conducive to self growth. The lifestyle of Hope College allows individuals to look at themselves, decide which direction they want to go in, and then proceed to develop themselves accordingly.

"The biggest plus that Hope College has is that it allows for individuals to help themselves grow into the persons that they wish to become."

Mark Boundy '82
Holland, Mich.

"Since I come from Holland, you'd think that going to Hope would have been an obvious choice for me. It wasn't as easy as it seems though. I wanted college to be an experience that was going to help me grow, and I didn't want to get caught in a 'hometown rut.' Having come in contact with various Hope students and activities in the past, I knew that Hope was a good school for me. . . . However, I did have a few reservations.



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"Those reservations have since proved themselves groundless. I've found that Hope has more to offer me than I had first thought. It has provided me with an atmosphere in which I can develop myself in a variety of new areas. Dorm life has been a really rewarding experience. I've also gotten involved in a fraternity, cheerleading, intramural sports, as well as theatre and dance productions. In addition, the sound academic environment here allows me to pursue my career plans effectively. I'm challenged to perform in ways that keep my interest and enthusiasm up, which makes studying a lot easier.

"Hope College has calmed the anxiety I felt when I first came. To me, it's a place where I can learn without fear of falling into any 'ruts.' "

Hope People

Joy Dean '82
Amherst, Mass.

"Let me tell you . . . choosing what college to come to can be one of the hardest decisions in your life. It was for me. I spent months figuring out the pros and cons of each college until, finally, everything seemed to flow together. Hope was definitely the college for me.

"One of my major reasons for picking Hope was because of the ease with which you can have a dual (or composite) major. I wanted to be sure I could combine music education and special education and still have the full support of the professors in each field. I was reassured this was possible and have since found it to be true. The professors care about who you are and where you are headed. At Hope, you are an individual, not a number.



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"Hope's atmosphere has freely enabled me to develop socially as well as scholastically. I feel there is an underlying bond of unity here, probably caused by the knowledge that this is a strong school and also that everyone has the chance to participate in unity-building activities, such as the Pull and Nykerk. Being part of these events showed me that I could take the many courses I needed for my dual major, participate in extra curricular activities, and still go home with good grades and a level head.

"Deciding on this college was hard, but it was definitely worth it. The smiles of Hope College students can attest to this. People care about you here at Hope. We have a good college, fine professors, many choices, great unity coupled together with the feeling of being wanted and needed. All these things make Hope College what it is."

Hope People

Stacy Burris '80
Marshall, Mich.

"Coming from a small-town high school where everyone is neatly labeled and put into boxes, I feared more of the same from a small, fairly conservative college, but after a year at Hope I came to realize that this school and its curriculum can be flexible enough to accept diversity, yet maintain the structure necessary for smooth functioning.

"The unique student/teacher relationship has been praised time and again; still, I honestly feel that this aspect of Hope College has impressed me the most. My personal discussions with professors outside of class have pulled me through many difficulties in the past three years, and have also yielded me valuable insights.

"Hope's science department offers exciting programs that allow for individual research by the student. Recently I received an undergraduate grant to do research this summer with another student and two professors, and I am sure that this experience will be invaluable.

"Perhaps the most rewarding facet of my college life has been the challenge to myself as an individual. The source is both external, through interactions with friends, and internal as I struggle to piece together what I have experienced. The effects of this dynamic environment will be with me throughout life."



Hope People

Gayle Boss '79
Charlevoix, Mich.

"After four years at Hope, I've learned what little I know.

"The wide and rigorous liberal arts offerings and requirements at Hope have opened my eyes to all the variety and wonder that life is chock full of — architecture and astronomy, group dynamics and Greek myths, theories of tectonics and television persuasion — and, remarkably, how it all fits together.



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"But oddly enough that doesn't make learning confusing. I think that's because there's a spirit of Christian liberality in the air here that allows every idea its turn at bat, and so students are personally encouraged to express and sort out their thoughts in a number of ways.

"One way Hope displays its sincere commitment to a wide and liberal education is the option offered called the "contract curriculum" which allows any student to tailor a semester of work-study to his own academic and career interests.

"As a mass communication major I designed a semester in Memphis, Tennessee, at a non-profit center that produced documentaries about Southern folk culture.

"What an eye-opener — learning to eat catfish in the back country and enjoy music from a homemade cane fife!

"And the faculty offered their full support for this very influential four-month experiment in my four-year Hope experience in "life-exposure." "

Cathy Krueger '82
LaMesa, Calif.

"Being a freshman from California, and away from home for the first time, I experienced many new and exciting things my first year at Hope. As I look back on it now I can see it was a year of real growth. I made new friends, had to adjust to a new culture and to a totally different climate. It was a year of learning the ropes of college, learning about dorm life, Saga food and cramming for exams.

"The traditional yearly Nykerk competition between freshmen and sophomore women was a big part of my year. Being selected to be the orator for the freshman class was very exciting yet very demanding. Nykerk was a lot of sweat and tears for many involved, but it was worth it all. Through Nykerk I grew to know and love many people who, if I hadn't gone through it with them, we wouldn't be as close as we are now.

"One thing that I've really enjoyed this year has been the Health Dynamics course that is required for all freshmen. In this program I learned a lot about personal health habits, nutrition, and planning a regular weekly workout for myself. It was interesting and fun to learn how to use the Health Dynamics lab for testing, and how to use the computer for recording related data.

"I learned a lot about God this year. Mostly that as a child of His, He promises to go everywhere with me. He has been with me this year at Hope through the good times and the bad. He gave me some very special Christian friends here at Hope. The best part is that even though I'm not sure of the details of my future plans, God knows and is going to guide and show me. I'm excited about coming back to Hope next year."



HOPE PEOPLE . . . ADMINISTRATION & STAFF

More than 60 individuals with a variety of academic, business, counseling, and service skills make up the Hope administration. Some are "behind the scenes" people who insure the operations of the College. Many work directly with students to provide services and fulfill needs.



Gordon J. Van Wylen
President

Dr. Gordon J. Van Wylen became the ninth President of Hope College on July 1, 1972.

Hope students have come to know Dr. Van Wylen as an individual with an active interest in student life. He strives to keep the lines of communication open between his office and the channels of student opinion and thought.

In addition, Dr. Van Wylen and his wife, Margaret, are committed to becoming acquainted with as many Hope students as possible.

"One of the great joys of being at Hope College for my family and me is that our home is right on campus. This is

especially appropriate at Hope, where strong personal relationships between faculty and students are of vital importance.

But our living on campus is much more than just a symbol, for it provides many opportunities for us to meet, to know, and to entertain students."

Through this "open door" policy of the President's home, many students have come to know Dr. and Mrs. Van Wylen as warm and committed Christian persons. For example, many students drop by for a study-break party during exams week, where conversation and refreshments provide a relaxing interlude in study schedules.

"We invite all prospective students to discover and participate in Hope College, where such personal relationships abound."

Lynn Raffety **Academic Skills Center Director**

"It's a necessity that students learn how to write. It is vital for most professions. Learning to write well also helps develop analytical and critical skills," says Lynn Raffety, director of the Academic Skills Center.

The Academic Skills Center is designed to help students improve writing, reading and study skills. Assistance is available on a one-time, drop-in basis (as, for example, when a student is writing a research paper and needs help establishing form) or through an individualized program in skills improvement involving the establishment of a schedule of visits.

"Many students have done very little writing in high school," says Raffety. "They come to Hope and find that the freshman English course alone requires about 10 short papers per semester."

Common problems Raffety encounters deal with the organization and mechanics of writing papers. She also assists in developing study skills, improving reading comprehension, taking notes, and learning to perform well on essay exams. She works with students on particular assignments or goes over a paper that has already been returned by a professor.

Raffety has had professional experience in proofreading and editing for a major manufacturing corporation. Her hobbies include drama and she is active in a local theatre group. She also serves as an academic advisor for Hope's FOCUS program and is an advisor for *Opus*, the student literary magazine.



Hope People

Bruce Johnston
Assistant Dean of Students



"A big plus that Hope has to offer students is the great variety of housing we have available," says Bruce Johnston, assistant dean of students. "Hope students are housed in 41 different residential facilities. These include residence halls, apartments, cottages and fraternity houses. Hope students can live in a residence unit with as few as three other people, or as many as 50 or 60."

Johnston's primary responsibilities include coordinating Hope's residential life program,

and selecting and training a staff of head residents and resident assistants.

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"Our goal is to create living environments for students which are as pleasant as possible and are conducive to personal development."

Becoming acquainted with many other students and learning to accept a variety of lifestyles are the major benefits of on-campus living, according to Johnston. Moreover, research indicates that residence halls create positive environments, which often result in higher grade point averages than one finds among off-campus residents.

"In selecting RAs I look for outgoing people who have caring personalities. I look for people who are initiators, facilitators — people who are going to notice when students are having human problems and who are then going to take the time to confront that student and offer help."

A long distance runner, Johnston reports he's working himself up to a marathon. He also enjoys cross country skiing and reading historical novels.

Dar Topp

Career Development and Placement Director

"My opinion is that the liberal arts graduates have good opportunities in the job market. More and more, employers are looking for flexibility. They want to hire people who have the ability to be utilized in various ways," says Dar Topp, director of the office of Career Development and Placement.

Topp sees as her overall goal "to provide students with the knowledge and experiences that they need to fully evaluate the direction their lives should be going." Programs are designed to assist in various stages of life/career planning and decision-making. Liberal arts students need to learn to imaginatively relate educational plans to future opportunities and acquire the skills of successful career planning and creative job hunting, says Topp.

She has an especially qualified perspective on the process of creative job searching. Five years ago, she knew she wanted to work at Hope College. She began corresponding with the College while administrative assistant for the Handicapped Student Service Center at California State University, Sacramento. In the summer of 1978, she joined the Hope staff.



"My philosophy is to serve the students first," says Topp. One of her top goals is to increase contact with students and increase utilization of the career planning and placement office.

"In order to meet needs, I have to be flexible and willing to meet the students' schedules. If 10 people want an evening workshop, I am willing to conduct it at that time and at the place of their choice."

Hope People

Gerard Van Heest Chaplain

"Many students thinking of coming to Hope have some questions about what it means for Hope to be a Christian campus," says Gerard Van Heest, chaplain. "Hope is a Christian college. As an institution it has Christian ideals. Many students and faculty members here have a deep commitment to the Christian faith. On the other hand, Hope is a microcosm of the world, and you will find the same variety of beliefs on campus that you would find elsewhere. Everyone here is welcome here."



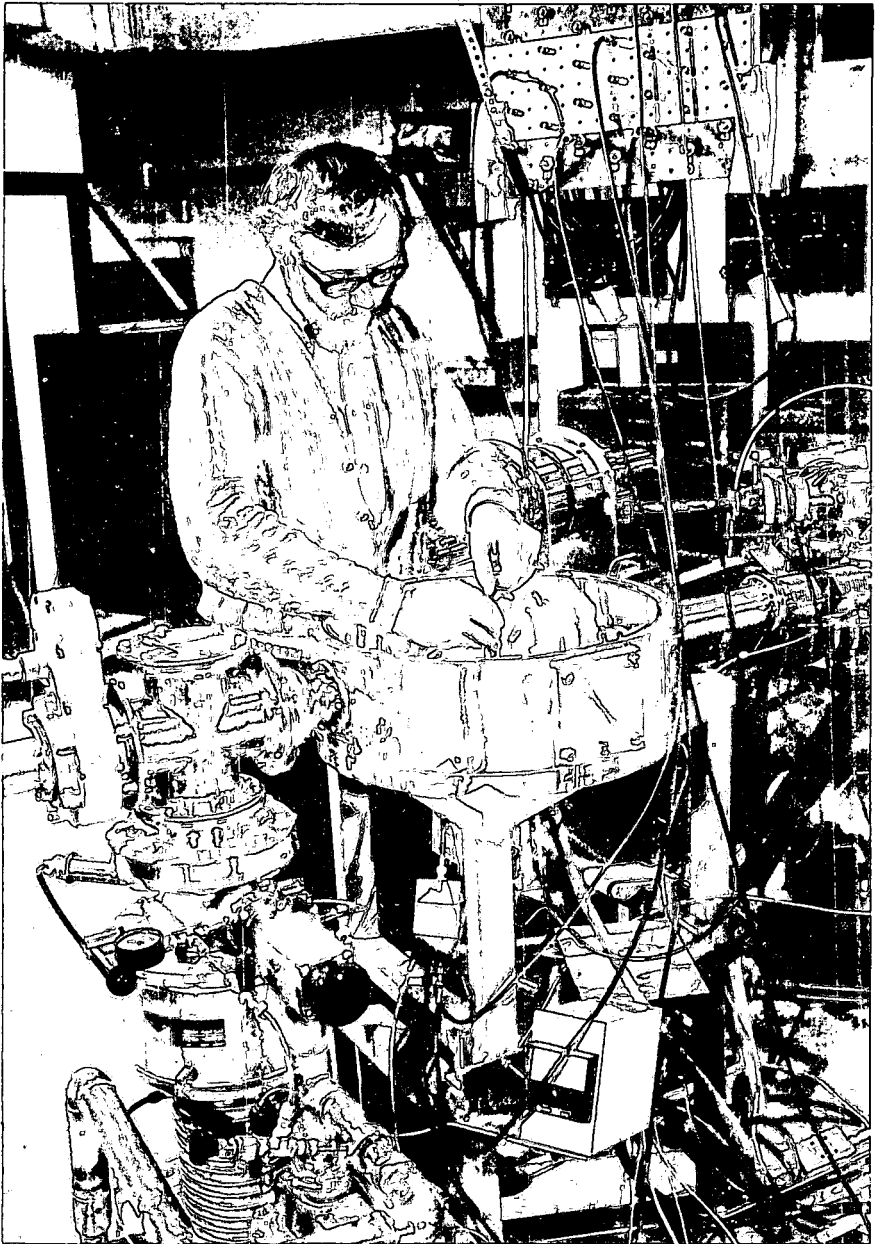
Van Heest sees as his most important function "to represent the Church on campus." For some students, he notes, he fills the role of the away-from-home pastor. A college chaplain must be visible to students, Van Heest maintains. He tries to attend many types of college functions and serve students through preaching, Bible studies, marriage counseling groups, and individual consultation.

Today's college students need "a sense of who they are, a feeling of their worthwhileness, an understanding that they are individuals with a unique contribution to make," Van Heest says. "Hope's task is to help them find out what that contribution is."

Van Heest finds his longtime experience in parish ministries to be of value in helping interpret the Church to students. "I have an understanding of the Church, I can answer their questions about it, dispel some of their doubts."

The new chaplain finds that, as a first-time homeowner, he's enjoying the role of handyman. Other interests include reading and sports.

ACADEMIC EXCELLENCE



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The research program of the Hope Physics department centers around the 2.5 million volt Van de Graaf accelerator which was in large part assembled by students and faculty.

Academic Excellence



Hope has long been recognized as a leading educator of individuals who have gone on to achieve distinction in their chosen professions. Over the past six decades, Hope has had an outstanding record of excellence in pre-medical and pre-dental education. Among Hope's graduates are included such distinguished academic leaders as college, university, and seminary presidents and professors, noted religious leaders, and respected political and business leaders.

Hope placed in the top quarter of American colleges and universities included in a study of the baccalaureate sources of Ph.D.s in all fields during the years 1967-1976. This same study, conducted by the Office of Institutional Research of Franklin and Marshall College, gave Hope an exceedingly high rank — second place among 222 colleges and universities — in the number of graduates who

went on to earn a Ph.D. in chemistry during the years 1920-1976.

Hope was included in an evaluation and analysis of the productivity of colleges and universities in a recent issue of *Science*, the journal of the world's largest science organization. In "Social Origins of American Scientists and Scholars," Kenneth R. Hardy, professor of psychology at Brigham Young University, replicates the results of earlier studies, indicating that mid-western protestant colleges have excelled in the production of Ph.D. scholars in all fields studied — physical sciences, social sciences, education, and arts and professions. In both periods studied (1920-39 and 1950-61), Hope ranked among the top 60 colleges and universities in the proportion of its graduates who obtained the Ph.D. Combined data from both of these time periods place Hope among the top 2-3 per cent of American colleges for these years.

Academic Excellence

Another study placed Hope seventh in the nation in the percentage of scientists produced from its enrollment who became "starred" entries in *American Men of Science*.

In 1979, Hope was the only college or university in the country to receive three separate Undergraduate Research Participation grants from the National Science Foundation. Hope is one of only seven colleges in the country to participate in the George F. Baker Scholarship Program for students of economics and business administration, and Hope's program has been evaluated as the finest of these. Hope is one of approximately 150 schools in the nation and the only non-public institution in Michigan to be honored with the chartering of a chapter of Pi Sigma Alpha, the honor society for political science majors. Moreover, Hope is one of three private colleges in Michigan which belongs to the National Association of Schools of Music, and Hope is the only college in Michigan to offer a dance minor which is certified for kindergarten-12th grade by the State Department of Education.



There is a wide diversity of honor societies at Hope, including Phi Beta Kappa and Mortar Board (see page 61 for complete listing). These societies, open by invitation, give recognition for superior academic achievement and enable Hope's outstanding scholars to communicate on matters of mutual interest.

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Nearly one-half of Hope's graduates enter graduate schools to pursue advanced training for careers in medicine, science, business, education, economics, the humanities, psychology, and all areas of the performing and fine arts. Many of these graduates have received national awards for advanced study in fields as diverse as chemistry, psychology, history, English, American Studies, and Byzantine Studies.

In 1978, approximately 90% of those students registered with the pre-law advisor were accepted into law schools.

Of the 1978 graduates who were certified and actively seeking employment, 76% were placed in teaching positions. In special education, the placement rate was 89%.

Over the past two years 93% of our applicants were accepted into dental schools.

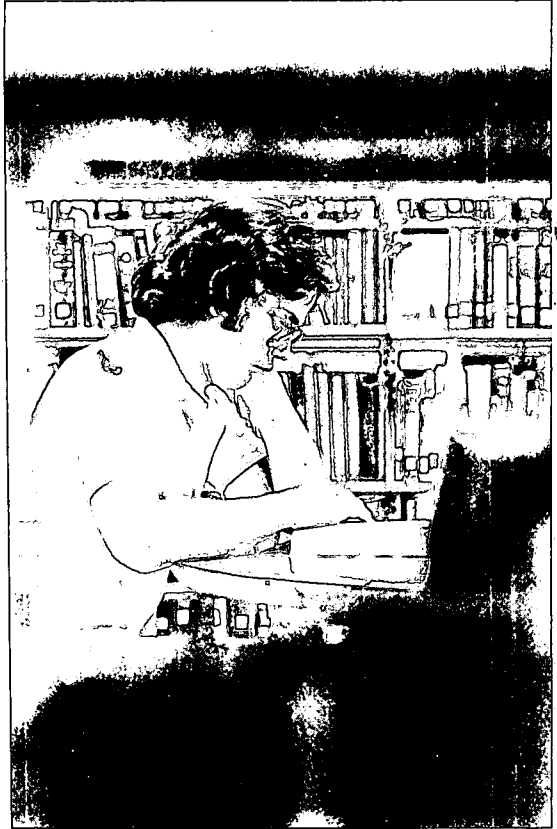
Academic Excellence



Academic Excellence

Hope premedical students have been accepted into medical schools at a rate well above the national average. For example, during the past five years, 92 percent of the Hope applicants whose grade point average was 3.4 or above were accepted by medical schools. During that same time period, another 16 students were accepted who had grade point averages below 3.4.

CURRICULUM Hope's educational program offers a variety of courses in 35 major fields. Throughout this educational program, Hope is concerned with developing intellectual discipline and a fellowship in inquiry. (See "The Degree Program," page 83 and departmental listings in "The Curriculum," beginning on page 118.)



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For students with unusual academic maturity, several challenging programs have been designed, including honors courses in the freshman and sophomore years, and independent and tutorial study during all four years. (See "Programs for Talented Students," page 107.)

Research opportunities for students in all disciplines are available both on campus and off. Cross cultural and Language programs at GLCA member colleges permit Hope students to study many foreign cultures and languages both in this country and abroad.

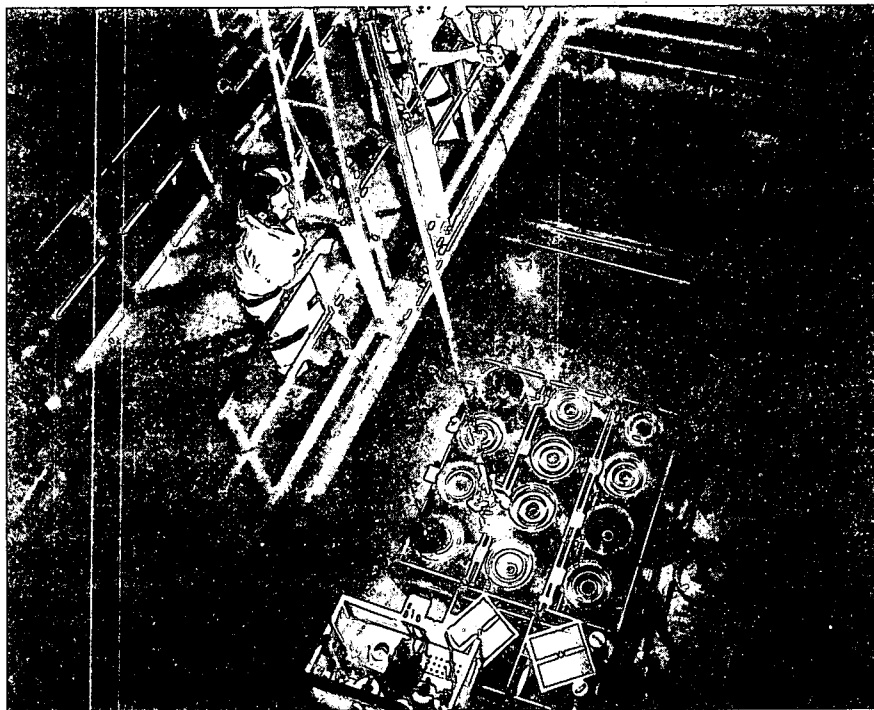
THE HOPE COLLEGE SUMMER SESSIONS ON CAMPUS Hope offers three-week May and June Terms, each for intensive study of one subject, and a six-week regular summer program in late June and July, and a one-week concentrated seminar in literature and methods of teaching English in August. (See "Academic Sessions," page 106.)

Academic Excellence

DOMESTIC OFF-CAMPUS PROGRAMS Students may enroll in area and language programs at GLCA member colleges, or pursue the arts, government, and urban studies at several locations in the United States. (See "Special Academic Programs," page 109.)

INTERNATIONAL EDUCATION The scope of the College's involvement in international education is broad, offering many opportunities to students. Hope College believes that through exposure to a foreign society, students can expand knowledge of their own cultural heritage, gain facility in a foreign language, and achieve new perspectives on America and on their own individual identity. (See "Foreign Study Opportunities," page 112.)

SCHOLARSHIPS, HONORS, AWARDS Hope's aim is that all deserving students who desire to attend Hope may do so, regardless of their economic resources. A three-fold student aid program has been developed, which includes scholarships and grants-in-aid, loans, and a privately funded Work-Study program. (See "Financial Aid to Students," page 73.)



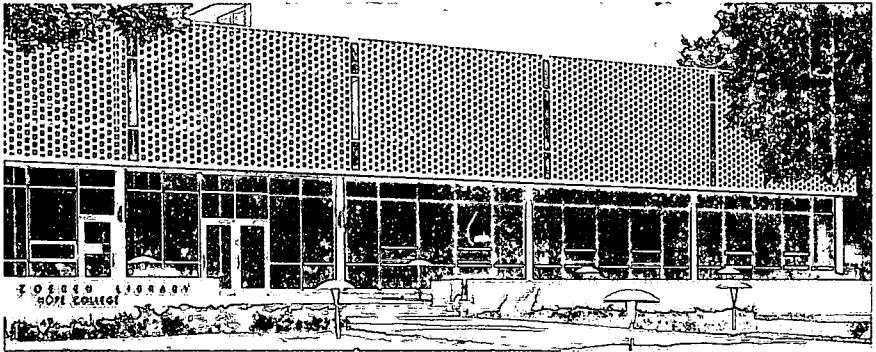
Hope offers many international and domestic off-campus study opportunities such as this science experience at the Oak Ridge National Laboratory in Tennessee.

THE CAMPUS

HOLLAND, MICHIGAN — Hope College is situated in a residential area two blocks away from the central business district of Holland, Michigan. Holland is a community of 28,000, which was founded in 1847 by Dutch settlers. Located on Lake Macatawa and approximately five miles from beautiful Lake Michigan, Holland has long been known as a summer resort area. The community also offers winter sports recreational programs.

The center of Hope's main campus is the Pine Grove, a picturesque wooded area around which the College's original buildings were erected more than a century ago. Nearly all of the campus lies within two blocks of the Pine Grove.

Campus buildings offer a pleasing blend of old and new architectural styles.



VAN ZOEREN LIBRARY, gift of alumnus Dr. G. John Van Zoeren, serves as a resource center for the academic pursuits of the college community.

The main floor contains the Reference Desk, card catalogs, periodical indexes and abstracts, reference collection, and Hope College publications. (For location of other books, periodicals, and microfilms — all arranged by the Library of Congress classification system — consult the library directory found on each floor.) The second floor has the Van Zoeren Memorial Room, the Archives, and the office of the Director of Libraries. The ground floor includes the seminar rooms, typing facilities, Carley Room for film viewing, VanderBorgh Memorial curriculum library and instructional materials center, and Heritage Room.

BRANCH LIBRARIES are located in the Peaie Science Center and the music building. Each of these has its own separate catalog in the branch as well as being included in the main catalog of the Van Zoeren Library.

The three libraries provide the students and faculty a selective collection of books, periodicals, microfilm, and related materials. They now contain more than 181,000 volumes, approximately 1,150 current periodical subscriptions, 1,120 cassette tapes, and over 5,600 reels of microfilm all classified and shelved together on shelves open to all users. The Reference Department

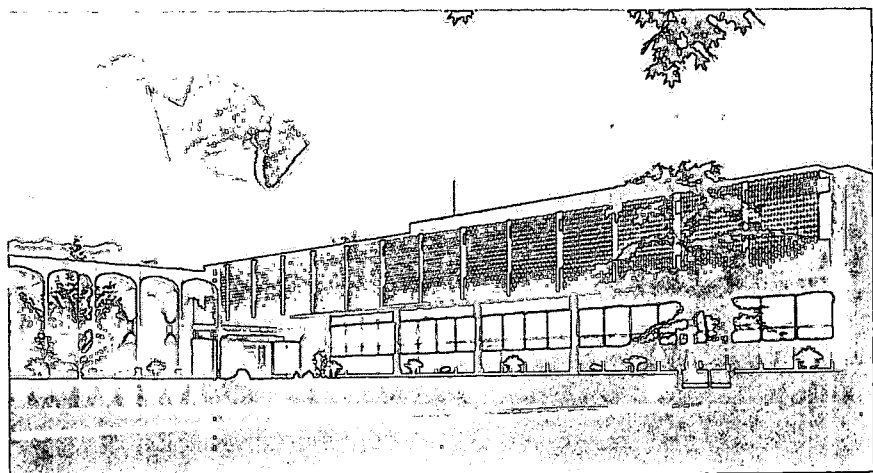
The Campus



The Campus

on the main floor contains works which locate millions of books and periodicals obtainable from other institutions through interlibrary loan (inquire at the Reference Desk). Other libraries in the community available to Hope College students are the Herrick Public Library, with 140,000 volumes, and the Beardslee Library of Western Theological Seminary, with 63,000 volumes.

THE ARCHIVES is the repository for documentary, photographic, and other materials of historic value to Hope College. The Archives, housed in the lower level of the Van Zoeren Library, is available to scholars interested in the history of the college.

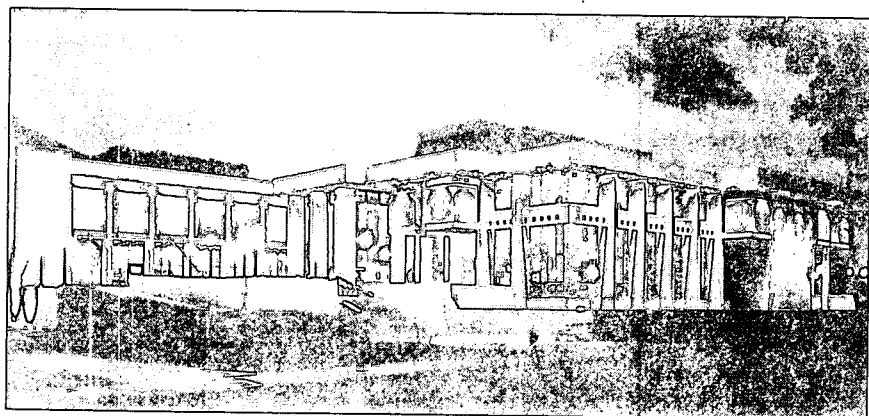


PHYSICS-MATHEMATICS HALL, completed in 1964, has two general physics laboratories, one advanced physics laboratory, a radiation laboratory, an electronics laboratory, four project rooms, darkroom, machine shop, mechanical equipment rooms, conference rooms, library, classrooms, and offices. Two large lecture halls are joined to the main building by a glass-enclosed lobby. Special facilities include electronic calculators, multichannel analyzer, a two million volt accelerator, and a Sigma 6 computer system with remote terminals.

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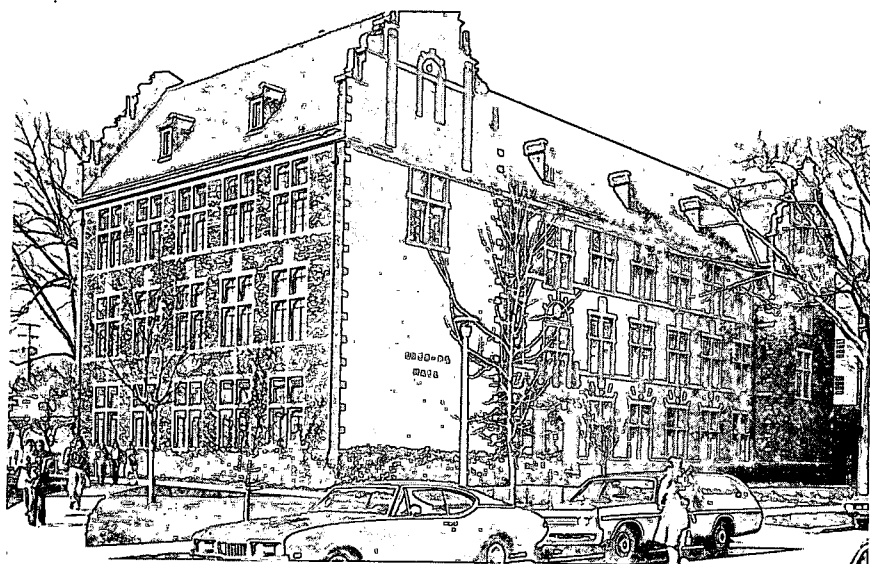
THE COMPUTER CENTER, in Physics-Mathematics Hall, houses a Xerox Sigma 6 Computer System which serves the data processing needs of the entire campus. In a number of academic programs, the computer has become an indispensable tool for both teaching and research; it is used by students in the arts, humanities, natural and social sciences.

THE RUSK BUILDING houses studios and offices for the art department. The remodeled, three-story, 43,000 square foot factory was acquired in 1969 through a gift from the Dewey D. and Hattie Batjes Foundation of Grand Rapids, Mich.

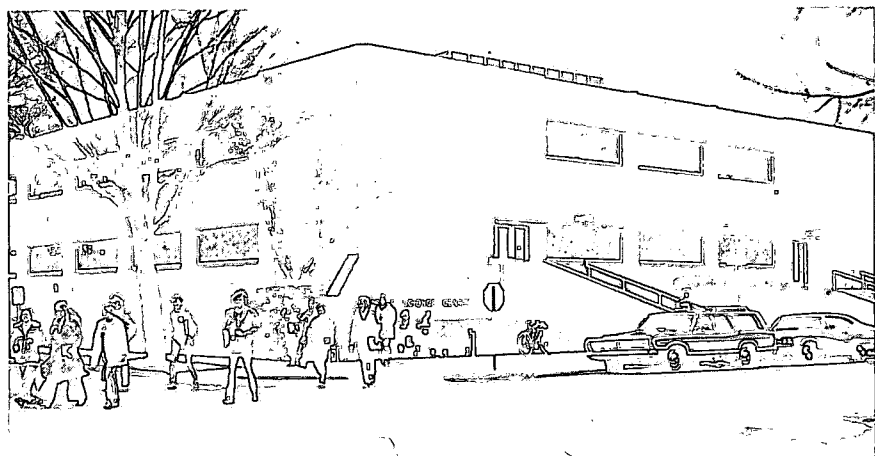


THE DE WITT STUDENT AND CULTURAL CENTER includes a modern educational theatre, art galleries, bowling alleys, lounge, snack bar, study areas, and the Hope-Geneva book store.

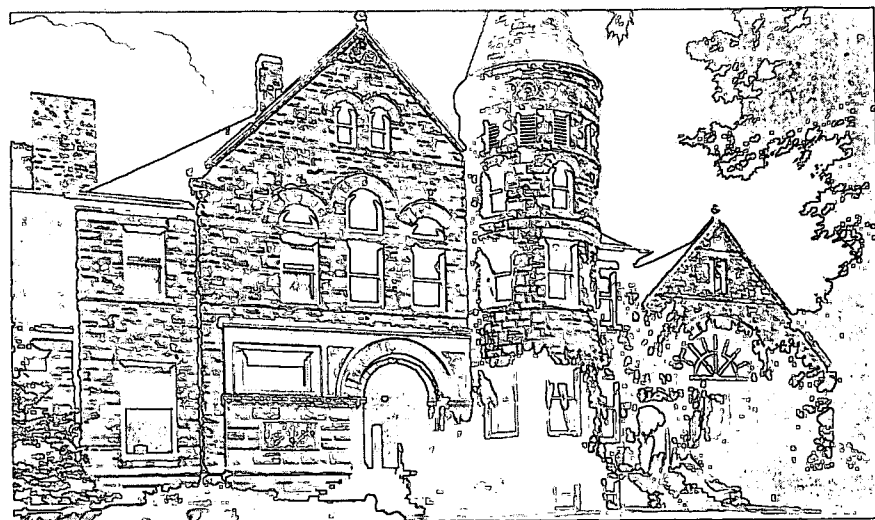
LUBBERS HALL — The former science building has been remodeled into a center for the humanities and social science departments. It houses the departments of communications, economics and business administration, English, history, political science and religion as well as the audio visual department. The center has been named in honor of Dr. Irwin J. Lubbers, President Emeritus of Hope College.



The Campus

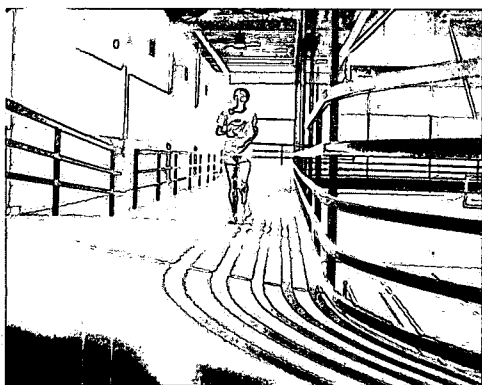


THE PEALE SCIENCE CENTER houses the departments of biology, geology, chemistry and psychology. The building contains laboratories, lecture halls, a museum, greenhouse, aviary and a library-instructional resources center.

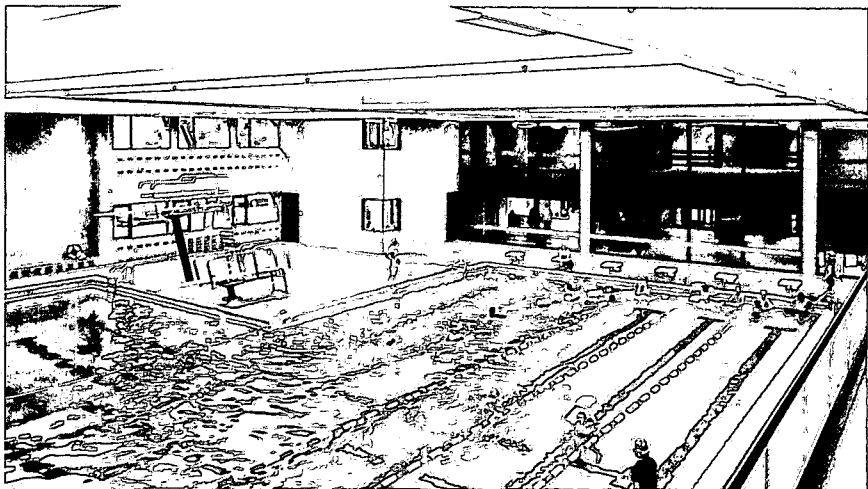


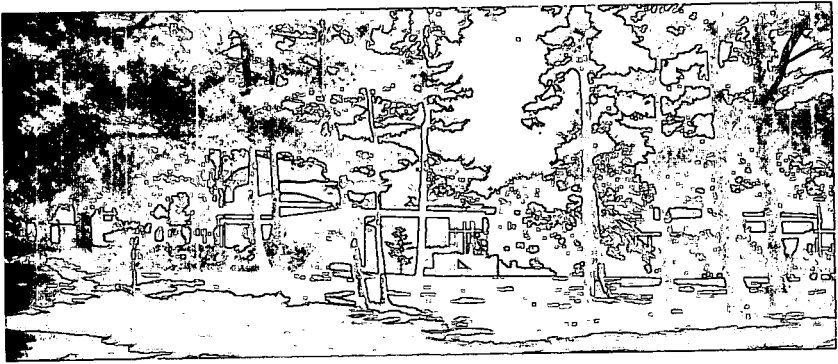
GRAVES HALL, built in 1894 and remodeled in 1962, is a beautiful stone building used for classrooms, Language Center, and language laboratory equipped with 72 stations for foreign language study. The Sociology department, student offices and the Henry Schoon Meditation Chapel occupy the ground floor.

The Campus

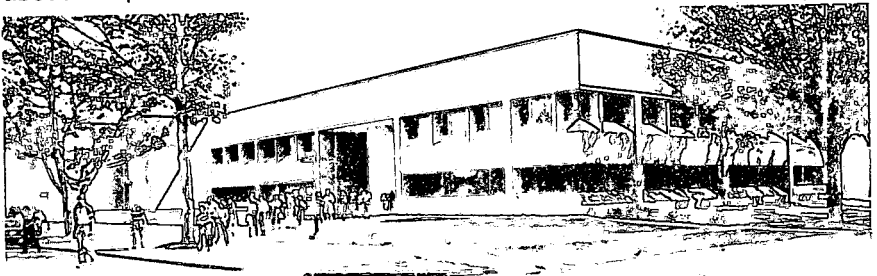


Opening of Dow Health and Physical Education Center on the Hope campus in 1978 provided opportunity for expanded program offerings in a variety of areas including dance and swimming. Gymnasium in Dow Center features a one-tenth mile aerobic running track. Facility also has six racquetball courts, a gymnasium with three playing courts and several activity rooms.





NYKERK HALL OF MUSIC AND SNOW AUDITORIUM, constructed in 1956, provides modern facilities for the College's rapidly expanding music program. The Hall has seven teaching studios, fourteen practice rooms, two classrooms, offices, record library, and three listening rooms. Snow auditorium has a seating capacity for 200 persons. The Wynand Wichers addition to the Nykerk Hall of Music, constructed in 1970, includes nine practice rooms, eight studios, a large library, and another small auditorium, holding about 225 persons.



DOW HEALTH AND PHYSICAL EDUCATION CENTER, opened in the fall of 1978, is an activity-oriented facility. Emphasis has been placed on multiple use of space. Included are gymnasium areas to accommodate a variety of sports and games, a running track, an L-shaped swimming pool with a diving area, conditioning and exercise rooms, a dance studio, handball courts, wrestling and gymnastics rooms, classrooms, faculty offices, locker rooms and the College's Health Clinic. The Dow Center also houses the Health-Fitness Center, containing sophisticated testing and therapy apparatus for the Hope-Kellogg Health Dynamics Program (see page 232).

LIVING ACCOMMODATIONS — Most of Hope's 2,330 students live on campus except those residing with their parents or who are married. Residence halls are shown on a map of campus on pages 328-329. Other students enjoy the home-like atmosphere of the 23 cottages — see "Services," page 47.

The Campus



Hope offers a complete Fine Arts curriculum including an opportunity to participate in dance recitals, Hope offers a certified dance minor for education majors.



The pages which follow describe some of the formal services which the College makes available to its students to assist them while they are a part of the college community. Members of the faculty and staff stand ready to aid students whenever possible.

ACADEMIC ADVISING

Each student is assigned a faculty advisor who will assist in selecting an appropriate schedule, discuss academic progress and future direction, and be of assistance when the student faces academic questions or difficulties.

Faculty advisors are initially assigned, whenever possible, on the basis of the academic interest an incoming student expresses on his application for admission. Unless the student requests a change in advisors, this advisor will continue until the student declares a "major" or field of academic concentration. Upon approval of his application for a major, the student is re-assigned an advisor by the chairman of that department.

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Changes in faculty advisors may be initiated through the Registrar's office prior to declaring a major, and through the department chairman after the student has been accepted as a major. The academic advising program is under the direction of the Registrar.

ACADEMIC SKILLS CENTER

This service is designed to help students improve in study skills, reading rate and comprehension, the mechanics of writing (grammar, punctuation, spelling), organization of papers, footnoting and bibliography form, and preparation for and taking of exams. An individualized program in skills improvement will be developed for the student on a regular schedule, or help will be provided on a one-time, drop-in basis when a particular problem or need arises. The Academic Skills Center is located on the lower level, room 12, of Van Zoeren Library.

Campus Services



COUNSELING SERVICES

In addition to academic advising and academic skills improvement, the College provides counseling services to assist students in their personal development. A professional counselor is available to students who wish to talk over a concern in a one-to-one, confidential setting. Some students want primarily information, or help with a situation of immediate concern. Others request an on-going, supportive relationship which may involve a regular meeting with a counselor for several weeks. Still others seek referral to other services on campus or in the community. Also available through the counseling services are personal growth groups and programs that are open to all students. Areas covered in the past have been: sexuality, assertiveness, life style choices, and alcohol education. The Counseling Center is located in the basement of Van Raalte Hall.

CAREER PLANNING AND PLACEMENT SERVICES

Located in the basement of Van Raalte Hall. The staff of the Career Planning and Development Center are available to help students who are concerned about their future. Opportunities for assistance in career exploration, job readiness skills development, and placement into full-time employment are available to both students and alumni. Individual counseling, interest testing, workshops, and Career Library materials are some of the resources available to clarify concerns from career selection to resume writing, job hunting, and interviewing skills.

Students who are in the job hunt process can get information about seeking employment or specific openings or help in preparing a set of credentials which can be sent to prospective employers. The staff will also make arrangements for employers to visit campus to interview students and alumni and provide a credential service, sending a candidate's materials to an employer.

Part-time, off campus, and summer employment possibilities are posted through the Off Campus Jobs office in the front lobby of Phelps Hall.

HEALTH SERVICES

The College's health services are centered at the Health Clinic, located in the Dow Health and Physical Education Center. Out-patient care is offered daily at the Clinic by a nurse practitioner and two registered nurses under the direction of a team of local physicians. A doctor on the staff is in the Clinic each Tuesday morning from 10 a.m. to noon to supervise allergy injections and assist students in need of a physician. At other times, the Clinic staff will arrange an appointment in one of the physicians' offices and provide transportation when needed. Evenings and weekends, the physicians will be on call and may be contacted by calling the physician's exchange. On the first and third Monday afternoons of each month, a gynecologist will be in the Clinic to see students for a small fee.

Medications and supplies when available are issued from the Clinic at a



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Among the varied student activities is the traditional tug-of-war Pull in the Fall between members of the freshman and sophomore classes.

minimum cost to the student. Students are responsible for their own medical expenses incurred through the use of the physician's services and hospital care.

Because appropriate medical care demands an awareness of the individual's health history and condition, incoming students will be required to complete an extensive medical questionnaire. Treatment cannot be provided for students who do not have such records on file. Students with chronic conditions are urged to make arrangements with a local physician for care and the transfer of medical records.

FOOD SERVICES

The College's cafeterias in Phelps and Durfee Halls and the Kletz snack bar in the DeWitt Center are under the direction of Saga food service. Twenty-one meals per week are served by the food service, though students also have the option to select a board plan at reduced cost allowing them to eat any 10 or 15 meals per week. The food service is closed during vacation periods.

RESIDENCE HALLS

Thirteen residence halls, ranging in capacities from 40 to 300, and 25 cottages (houses on or near campus) provide the home-away-from home for approximately 1,600 Hope students. The living styles available through these options range from the small group experience which the cottages provide to the apartment, cluster, and dormitory styles which are available through various residence halls. Three of these residence halls, Phelps, Dykstra, and Kollen, are co-ed with men and women either on separate floors or in separate wings.



No, this isn't the Hope dining hall, but students partaking in a huge banana split during a fund raising drive for renovation of a campus dining hall. They consumed 80 gallons of ice cream.

Campus Life

A staff of Head Residents and Resident Assistants live in the residence halls to assist students in creating a comfortable living environment which is conducive to personal growth. The residence hall staff is trained to assist students in understanding college resources and policies as well as to facilitate students' personal development.

Because of its commitment to the residential concept, Hope requires all students to live on campus except those who are commuting from home or who have received special permission to live off campus.



A popular Fall student activity is the Nykerk Cup which features competition between freshmen and sophomore women in oratory, drama and music. Orator for freshmen in 1978 was Cathy Krueger LaMesa, Calif.

Summarized below are some of the various dimensions which our life as a community of people takes. Hope College feels that the college experience is more than the academic program which is described on the following pages; an integral part of that experience is the extra- and co-curricular programs which create the sense of community existing on campus.



COMMUNITY GOVERNMENT

Decisions governing the college community are primarily made by Boards and Committees composed of students, faculty, and administrators. Three major Boards, the Academic Affairs, Administrative Affairs, and Campus Life Boards, bear the major responsibility for policy decisions, while subcommittees of each deal with more specific areas.

ACADEMIC AFFAIRS BOARD — The AAB examines and acts on policies dealing with the more formal curricular and instructional program and cultural offerings of the college. Subcommittees include: Curriculum, Cultural Affairs, and International Education Committees. Board membership is: four students, eight faculty, Provost.

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ADMINISTRATIVE AFFAIRS BOARD — The AdAB examines and acts on policies dealing with patterns of organization and administration, with matters of primary concern for public relations, and with matters of general faculty and student welfare. Subcommittees include: Admissions & Financial Aid, Athletics, and Student Standing and Appeals Committees. Board membership is: two students, four faculty, five administrative heads.

CAMPUS LIFE BOARD — The CLB examines and acts on policies dealing with the co-curricular, social and recreational program and with the regulations for effective living together of students on the campus. Subcommittees include: Extra-Curricular Activities, Religious Life, Student Communications Media, and Residential Life Committees. Board membership is: four students, four faculty, three administrators.

Campus Life



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No, this isn't a western Michigan dune. It is a May term experience in Colorado where students take a geology course.

STUDENT CONGRESS — The main body of student government on Hope's campus is the Student Congress. Since most policy decisions are made on the Boards and Committees noted above, students are elected to the Student Congress to represent residence hall units and off-campus students. Following their election to the Congress, members are then appointed to the various boards and committees. A sub-committee of the Student Congress, the Student Appropriations Committee, is responsible for the allocation of the Student Activities fee.

COLLEGE JUDICIAL BOARD — Much of the responsibility for maintaining high standards of student life in the college community is entrusted to the students. Operating on a basic principle of self-governance, responsibility for the development and enforcement of regulations is centered on residence hall units under the approval of the Campus Life Board. The Judicial Board has jurisdiction in handling infractions of all-college rules. Membership is comprised of: seven students, two faculty and one member of the Dean of Students' staff.

COLLEGE REGULATIONS

Hope can only be a true community if its members understand and genuinely accept the responsibilities of living together in a meaningful framework. More than tolerance is necessary. Students should feel that they can honestly uphold the policies affecting campus life. At the same time, the entire college is encouraged to cooperatively seek changes that would better



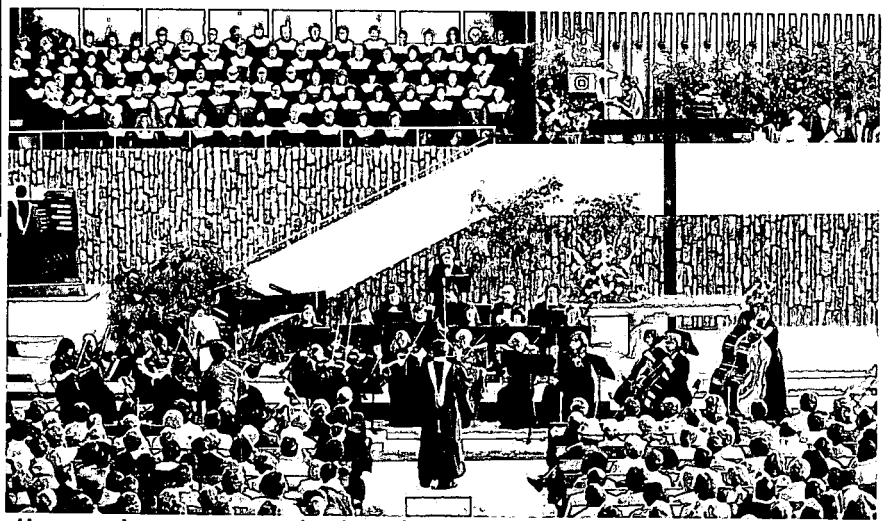
Campus Life

reflect the desires, goals and values that form the basis of the college's program. Through the structure of community government, students play a vital and influential role in examining and reformulating campus policies. Thus, membership in the Hope community is regarded as a privilege. Absolute order in all aspects of life is tyranny, just as absolute freedom is anarchy. The college desires to find the proper balance in campus life. Hopefully, a community atmosphere can be created which promotes student growth, sharpens desired values and encourages academic pursuit.

In this context, the college community has established certain standards that go beyond those established by civil authority. The college prohibits the possession or consumption of alcoholic beverages on college property or in college housing units, and at college functions. As a residential college, Hope College expects all students to live and board within the college residence system. Exceptions to this expectation are made for single students when enrollment exceeds the capacity of the college housing facilities, for married students, and for those students who reside with their parents within commuting distance to the college.

The *Student Handbook* is prepared annually and contains discussion of the all-college rules and regulations that govern community life at Hope College. It is available through the Office of the Dean of Students.





Hope music groups concertize throughout the U.S. and abroad. The Symphonette is pictured participating in worship service at Garden Grove Community Church in California.

THE RELIGIOUS DIMENSION

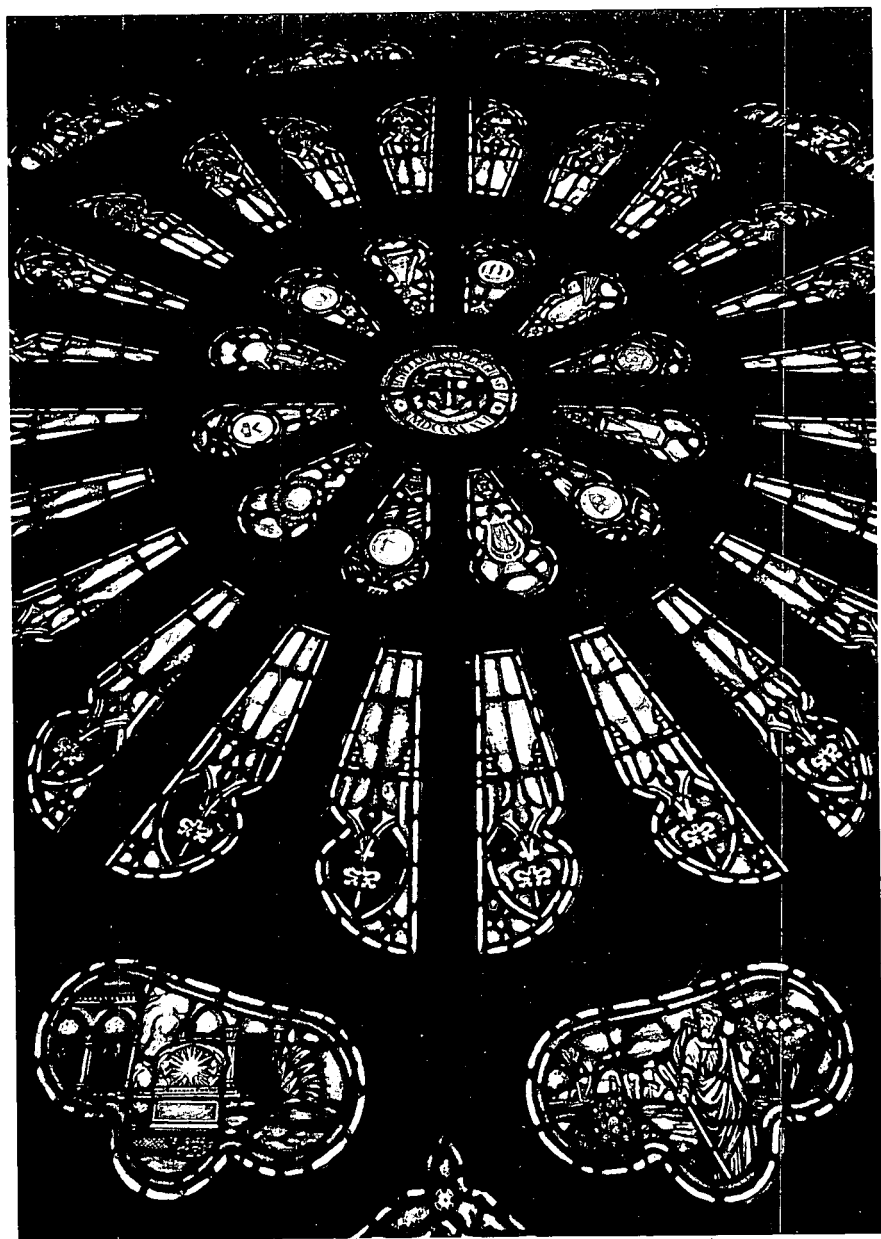
Hope encourages the development of whole persons as that phrase takes on meaning through a commitment to Jesus Christ. For the Hope community to be a Christian community in action is a goal of the college. Thus the religious dimension is a central aspect of Hope and individual members of the college community are encouraged to live out that dimension as they grow in their relationship to God and their commitment to the Lordship of Christ.

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Focal points for understanding the religious dimension of campus life are the Chaplains' Office and the Ministry of Christ's People, the student organization which attempts to centralize the efforts of various religious groups on campus and develop joint programming.

THE COLLEGE CHAPLAINS — The Chaplains serve as the primary focus of the college's religious programming, and give leadership to the Ministry of Christ's People. They are also available to meet with students to deal with questions, conflicts or concerns that they face in clarifying their thinking on the essentials of the Christian faith and their role as persons in God's world. The Chaplains' office is in the basement of the Chapel.

THE MINISTRY OF CHRIST'S PEOPLE — As the Christian life is the seeking to live out one's beliefs and one's relationship to Christ, students are encouraged to involve themselves in the life on the campus in a way which expresses the faith they own. The Ministry of Christ's People, organized and directed by students and the Chaplains, is involved in providing leadership



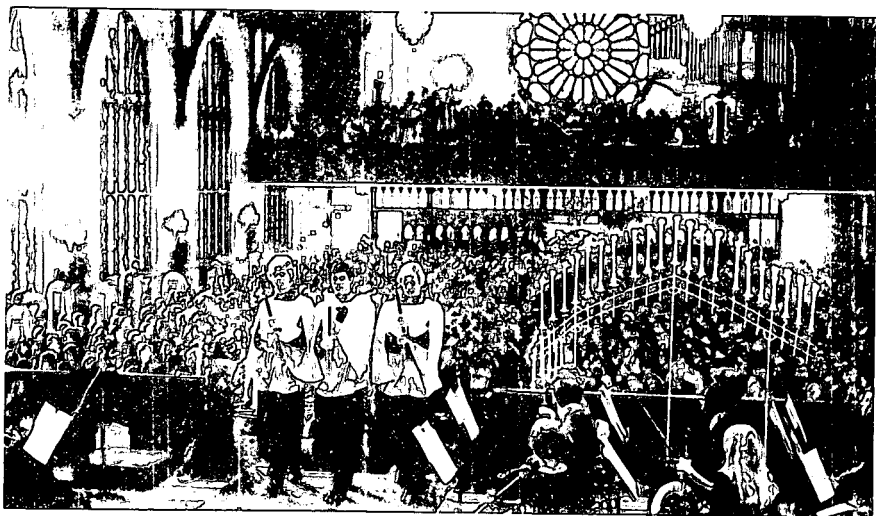
and offering opportunities for Christian service in four broad areas — worship, social ministries, evangelism, and personal and interpersonal Christian growth.

Worship — Sunday worship services in Dimnent Memorial Chapel enable the campus community to share together in corporate worship. Sermons are given by the Hope Chaplain, by members of the faculty, or by guest preachers. Informal worship is held elsewhere on the campus at other times. Chapel services are held daily on Mondays, Wednesdays and Fridays in Dimnent Chapel and on special days on the Christian calendar.

Social Ministries — In this area, the Ministry challenges students to be aware of social needs and injustices, to meet human needs within the community, and to speak to critical issues, such as racism, poverty, housing, drug abuse, hunger, and population and ecological crises.

Evangelism — This phase of the Ministry seeks to proclaim and present the person of Jesus Christ and His claims to the community by means of encouraging discipleship and by training people to engage in Christian witness. Various methods of witnessing are utilized through a variety of life styles.

Personal and Interpersonal Christian Growth — Through seminars, retreats, small groups, Bible studies, prayer groups, and leadership training, faculty and students are given opportunity to grow corporately and individually. Fellowship of Christian Athletes and Inter-Varsity Fellowship groups meet regularly on the campus.



A highlight of Advent is the annual Christmas Vespers service which is presented in Dimnent Chapel by over 300 students.

Campus Life

CULTURAL AFFAIRS

The process of education involves interaction with other cultures and a developing awareness of the culture in which one lives. Through a wide diversity of opportunities of a cultural nature, Hope aims to broaden the perspective of the individual student.

THE CULTURAL AFFAIRS COMMITTEE — The Cultural Affairs Committee is the student-faculty committee which bears primary responsibility for sponsoring a Young Concert Artists' Series, supports the visits of guest artists and lecturers, and puts on a series of major concerts in conjunction with The Holland Community Concert Association. This program is called the Great Performance Series and last year included: The Oxford and Cambridge Shakespeare Company; Grand Rapids Symphony; Bella Lewitzky Dance Company; pianist Ralph Votapek; classical string trio Chang, Cohen, and Carr; and mezzo soprano Glenda Maurice. The community concerts of Muskegon, Benton Harbor-St. Joseph, and LaPorte, Indiana are available to Hope students at no cost.



THEATRE AND DANCE PRODUCTIONS — Two major productions for public performance, and two experimental productions for student learning and exploration, are presented annually by the Department of Theatre. These productions are usually faculty-directed, though opportunity is provided for advanced students to gain directing experience. Participation is open to all members of the college community. This past year's public performances were of Henrik Ibsen's *The Wild Duck* and William Shakespeare's *The Tempest*. Several student-directed one-act plays normally are also presented each year, in addition to the summer season of musicals and dramas by the Hope Summer Repertory Theatre. The dance program, including jazz, modern, and ballet, presents a recital of their works each spring as well.

ART EXHIBITS — In addition to studio classes in the field of art, a variety of outstanding exhibits are hung throughout the year in the college's gallery in the DeWitt Center as well as in the Van Zoeren Library. The college also has a permanent collection which is on loan throughout the campus.



MUSIC PROGRAMS — More than 80 concerts and recitals are given annually through the Music Department and its students and faculty. In addition to performance classes offered by the department, there are numerous musical groups which are open to all students. Some of these vocal groups are: The College Chorus, Chapel Choir and the Women's and Men's Choirs, the Oratorio Chorus and Collegium Musicum; instrumental groups include: the Concert Band, Jazz Ensemble, Orchestra, Symphonette, and various smaller ensembles. The Chapel Choir and the Symphonette take an extensive two-week tour each spring, while others will perform both on- and off-campus throughout the year.

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CAMPUS COMMUNITY HOUR

Because of its commitment to being a community of scholars, the college has set aside a campus community hour in the weekly academic schedule to encourage the sharing of common concerns and to allow the campus community to examine significant issues. This time is used to bring in significant persons to address the entire campus, as well as to develop symposia along departmental lines or to promote other interaction between students and faculty.

SOCIAL LIFE

During a student's college experience there comes a time when a person needs to relax and enjoy the interaction with other people. The social life on campus is designed to provide those opportunities to be in contact with others as well as to develop one's individual interests.

THE CAMPUS ACTIVITIES OFFICE — Located in the basement of Van Raalte Hall, the Campus Activities Office serves as a resource for the var-





ious student organizations and groups which are planning non-curricular activities, and carries primary responsibility for the overall social life on campus. The director works with the Social Activities Committee and other campus organizations to create an environment in which students can find a diversity of activities as well as a meaningful atmosphere in which to live.

THE SOCIAL ACTIVITIES COMMITTEE — The Social Activities Committee (SAC) bears the primary responsibility for programming social activities of an all-campus nature. Dances, concerts and traditional events, such as Homecoming, Parents' Weekend, Winter Carnival, an All-College Sing, and the frosh-soph competition of the Pull and Nykerk are also sponsored by the committee. The Pull pits a team of men from the freshman class against the sophomore team in a tug-of-war across the Black River, while the freshman women compete against the sophomores in song, drama, and oration in the Nykerk Cup competition.

FRATERNITIES AND SORORITIES — Six fraternities and five sororities of a social nature, all local, exist on Hope's campus. Each of the sororities has a club room in one of the residence halls, while the fraternities each have a college-owned residence hall which serves as their living quarters and center of their activities. Approximately one-fourth of the student body belongs to one of these Greek organizations. The fraternities are governed by the Inter-fraternity Council, while the Pan Hellenic Board governs the sororities. Rush and pledging takes place in the spring semester.

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In addition to the social fraternities and sororities noted above, Hope has a national service fraternity, Alpha Phi Omega, which sponsors service projects for the college and community. Membership is open to all students.

CLUBS AND ORGANIZATIONS — A wide diversity of campus organizations allow Hope students to pursue their special interests and experience membership and leadership roles within the community setting. These groups include those of a religious, academic, political, or minority nature as well as those centered around special activities or interests. The Campus Activities



Office can give a contact person for each of these organizations, or can assist a student in forming a special club on campus.

Hope students are also involved in the Holland community in organizations such as Higher Horizons, a big brother-big sister program with children of the surrounding community; and the annual March-to-Hope, a week-long camping and hiking experience, pairing a college student with an underprivileged child from the community. The Higher Horizons office is in the basement of Van Vleck Hall, while the March to Hope is under the supervision of the Education Department.

In addition to these, there is a wide diversity of honor societies on campus, open by invitation, which bring together students of similar competencies.

These include:

Phi Beta Kappa (national honorary scholastic)

Mortar Board (national honorary)

Alpha Epsilon Delta (pre-med, pre-dent)

Beta Beta Beta (biology)

Delta Omicron (music-women)

Delta Phi Alpha (German)

Eta Sigma Phi (classical languages)

Lambda Iota Tau (literature)

Omicron Delta Epsilon (economics)

Phi Alpha Theta (history)

Phi Mu Alpha Sinfonia (music-men)

Pi Delta Phi (French)

Pi Kappa Delta (forensics)

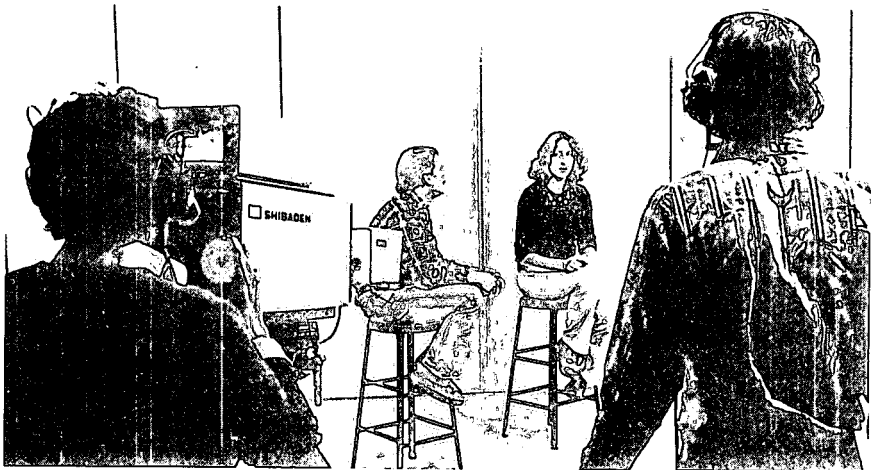
Pi Mu Epsilon (math)

Pi Sigma Alpha (political science)

Psi Chi (psychology)

Sigma Delta Pi (Spanish)

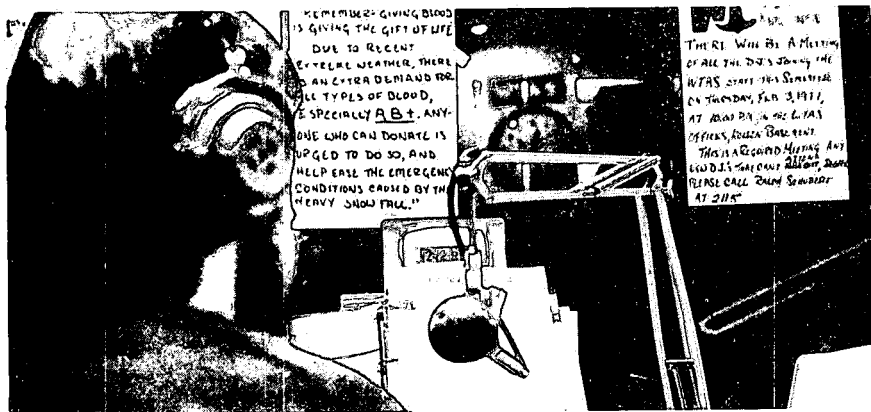
Sigma Xi (science)



Campus Life

STUDENT MEDIA — The communications media serve a dual purpose on Hope's campus: to provide news, literary excellence and entertainment to the campus community, and to provide a unique and invaluable learning experience for those involved. Participation in these media is open to all interested students.

Anchor — The weekly student newspaper, the *anchor*, gives students an opportunity to express their views and develop their writing skills while chronicling college events. Coverage of campus activities, issues, feature presentations, critiques and editorials have all been part of the *anchor's* format. The *anchor* office is in the basement of Graves Hall.



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Opus — This literary magazine gives students an opportunity for expression by presenting their prose, poetry, photography and art work. The *Opus* Board reviews materials submitted to it for publication and publishes them on a regular basis. In addition *Opus* sponsors poetry reading sessions throughout the year, giving students and faculty a chance to read their works. The *Opus* office is in the basement of the DeWitt Center.

Milestone — As time and seasons change and pass, so does the face of a college community. To the end of preserving a yearly segment of this change the yearbook staff puts forth its time and energy to produce the *Milestone*. In the past years the combination of candid photography and pertinent literary pictures has won for the *Milestone* the Associate Collegiate Press' First Class Honor Rating. The *Milestone* office is in the basement of Graves Hall.

WTAS — Located in the basement of Kollen Hall, WTAS, the college radio station, operates on a closed-circuit basis throughout the campus. Born as a physics experiment, WTAS is presently under the direction of a student general manager and executive committee and serves as an important source of campus news, music and entertainment as well as a significant educational experience for those who participate.

ATHLETIC LIFE

Participation in athletics, just like participation in the social, cultural, and religious life of the campus, is open to all members of the college community. Competition takes place on both the intercollegiate and intramural levels. Athletics on Hope's campus are viewed as opportunities for individual fulfillment and enjoyment as well as the development of a team spirit and the enjoyment of the community.

PURPOSES AND POLICIES — The college has adopted the following statement describing the purposes and policies of the intercollegiate athletic program:

The program of intercollegiate athletics aims not only to teach physical skills but also to make a positive contribution to the whole education of the individual. The program promotes the maintenance of a high degree of physical efficiency, self discipline, and character development, and stimulation of a wholesome college spirit, and the development of the sensory motor skills which will be beneficial throughout life. In addition, the types of group experiences provided are those which afford opportunities for socially acceptable and personally rewarding behavior.

The intercollegiate athletic program of Hope College is governed by the rules of the National Collegiate Athletic Association, the Association of Intercollegiate Athletics for Women and the Michigan Intercollegiate Athletic Association.

The athletic committee under the Administrative Affairs Board advises on all matters of policy, and reviews and approves all athletic schedules. These schedules are set up in such a way as to incur the least amount of absenteeism from classes.

The financial control of the athletic program is similar to that in other departments of the college. Athletic funds are handled by the college Treasurer; athletic expenditures and receipts are included in the budget of the college.

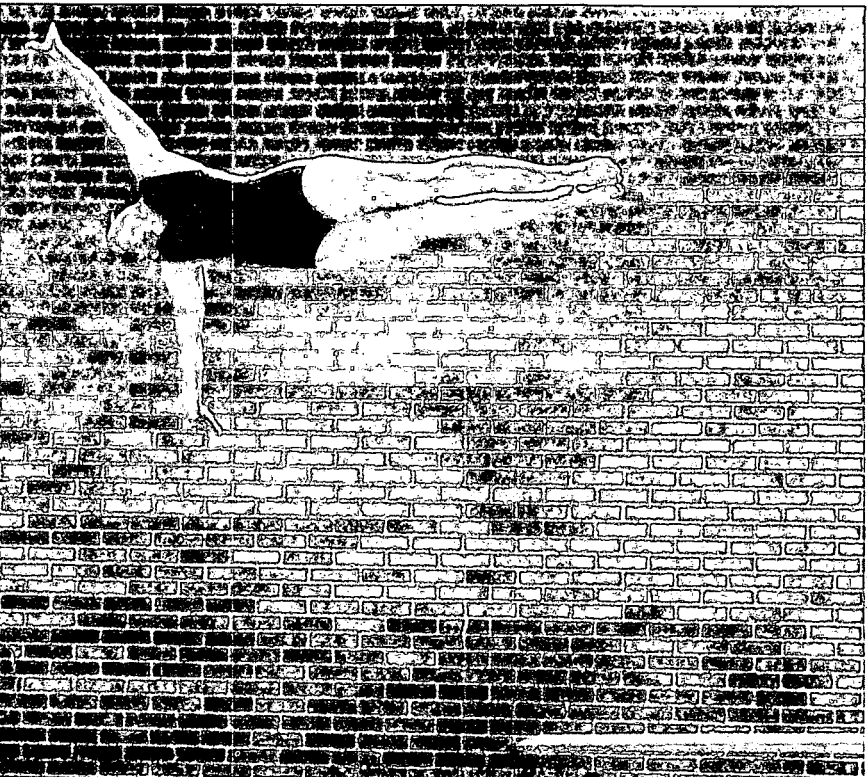
Scholarships or grants-in-aid are available on the basis of financial need only.

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Campus Life





VARSITY ATHLETICS — As a member of the Michigan Intercollegiate Athletic Association, which is comprised of seven Michigan colleges, Hope's varsity athletic teams have established a solid reputation for excellence and championship caliber. Gordon Brewer is the Director of Men's Athletics; Anne Irwin is the Director of Women's Athletics. Coaching staffs are listed below:

MEN'S COACHING STAFF

- Baseball — Jim Bultman
- Basketball — Glenn VanWieren
- Cross Country — Bill Vanderbilt
- Football — Ray Smith
- Golf — Doug Peterson
- Soccer — Glenn VanWieren
- Swimming — John Patnott
- Tennis — Lawrence Green
- Track — Gordon Brewer
- Wrestling — Bruce Harrington

WOMEN'S COACHING STAFF

- Archery — Mary Grondin
- Basketball — Anne Irwin
- Field Hockey — Anne Irwin
- Softball — Gloria Becksford
- Swimming — John Patnott
- Tennis — Don Dickinson
- Track — Sandy Parker
- Volleyball — Sandy Parker



INTRAMURAL ATHLETICS — Intramural athletics are open to all members of the college community. All grouping of students or faculty may form a team to enter competition. Competition in the following sports has been developed for men and women: archery, badminton, basketball, bowling, cross country run, football, gymnastics, racketball, softball, swimming, table tennis, tennis, track, and volleyball. Man also may compete in golf, handball, indoor hockey, soccer, wrestling. There are also club sports including competition in lacrosse, gymnastics and badminton.

ADMISSION OF FRESHMEN

Hope College encourages qualified students to submit their applications. Admission is selective and based on the secondary school record, including grades and course selection, personal data as obtained from the application's essay and national test results.

Students are recommended to apply early in the fall of their Senior year. To obtain an application for admission, please write to:

Admissions Office
Hope College
Holland, Michigan 49423

To be considered for admission the following items must be submitted:

1. Completed application
2. \$15 application fee
3. High school transcript
4. ACT or SAT scores

The secondary school program should include four years of English, two years of mathematics, two years of a foreign language, two years of social sciences and one year of a laboratory science as well as five other academic courses.

The Admissions Committee will make a decision based on results of either the ACT or SAT tests. However, the ACT Test is preferred by the Admissions Committee for two reasons:

1. The scores of the subsections of the ACT Test are used in waiving portions of the core requirement for students whose score indicates a proficiency in these areas. (cf: English, Math, Social Sciences, Natural Sciences).
2. Information provided by the Student Profile Report will be used by the academic advisors when counseling students in course selection and career planning.

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The ACT or SAT should be taken in the spring of the Junior year or the fall of the Senior year. For more information about the ACT (American College Testing Program) see your high school guidance counselor or write:

ACT (American College Testing Program)
Box 414
Iowa City, IA 52240
(Hope College's ACT reporting code is #2012)

For information about the SAT (Scholastic Aptitude Test) you may check with your high school guidance counselor or write:

SAT (The College Board)
Box 592
Princeton, NJ 08540
(Hope College's SAT reporting code is #1301)

Hope College needs to be the direct recipient of the test results.

Admission

Applications are submitted to the Admissions Committee as soon as all information has arrived. Applicants can expect a decision shortly after submission of the proper forms. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information.

Candidate's Reply Date

All accepted applications are asked to pay a \$100 advance deposit by May 1. One-half of this amount is applied to the fall tuition and the other half is used as a security deposit. The \$50 security deposit is refundable, minus any fees owed, upon leaving the college through graduation or withdrawal. All accepted applicants are asked to pay the \$100 fee as early as possible (after acceptance) to insure adequate planning on the part of the college. Students accepted after May 1 are expected to pay this fee within 15 days of acceptance.

FOCUS (Fall Opportunity to Continue Upward Scholastically)

Occasionally applicants to the college have not during their high school career demonstrated the quality of work necessary to gain admission to the Hope College degree program but their overall record implies latent ability.

The Admissions Committee reserves the right to offer such students enrollment in the FOCUS program. This program allows a student to enroll on a probationary basis in order that he/she may demonstrate that admission to the regular degree programs should be granted. The FOCUS program is not designed to be a remedial program, but rather one which gives the student the additional counsel and support necessary to meet the objective of gaining entrance into the degree program. The basic elements of the program are as follows:

- FOCUS is a full-time program with students enrolling for a minimum of 12 and a maximum 14 hours. English 113, Expository Writing is required of all FOCUS students.
- Limits may be placed on athletics, extracurricular participation, and part-time work activity at the discretion of the FOCUS Director.
- When referred, the student will be required to take advantage of the assistance of the Academic Skills Center.
- Tutors will be available to help in the various subject areas should the student need this assistance.
- Individual advising sessions will be held weekly with each student until midterm. These may be held biweekly from midterm until the end of the semester if progress is satisfactory.
- All credit earned counts toward the baccalaureate degree and is transferable.
- An additional fee will be charged to offset the special demands made on the college staff.
- At the conclusion of the fall semester, FOCUS students will be evaluated for degree admission for the spring semester. At this time, the Admissions Committee also reserves the right to grant conditional acceptance, to continue students on the FOCUS program, or to deny admission.

Interviews and Campus Visits

A personal visit to campus, while not a requirement, is strongly recommended and encouraged. Students and parents are welcomed to visit the Admissions Office where campus tours, class visits and faculty conferences can be arranged.

Students are urged to arrange for campus interviews by appointment at least a week ahead of the desired time. The Admissions Office is open Monday through Friday 8:00 — 5:00 (Eastern Time Zone) throughout the year and on Saturday mornings by appointment only. The Admissions Office is located on Graves Place at College Avenue and can be reached by phone, (616) 392-5111, extension 2200, or by writing Admissions Office, Hope College, Holland, Michigan 49423. Those arriving at Grand Rapids airport may arrange transportation to Hope College through the Admissions Office at a round trip cost of \$10.00. Please notify the Admissions Office of your transportation needs prior to your arrival at the airport.

Visitors planning to spend the night are invited to make reservations in the Hope College Alumni House. This historic home located on campus is open to friends of the college at a nominal charge. Reservations must be made in advance through the Alumni Office at (616) 392-5111, ext. 2060.

VISITATION DAYS are held several times throughout the year and provide high school students, transfer students, and their parents an opportunity to experience a day on campus. Activities available include attending classes, pre-professional conferences, eating lunch in the dining hall, and having a guided tour of the campus. Visitors should meet at 9:00 a.m. in the Phelps Dining Hall. Please enter the cafeteria from the main lobby of Phelps Hall located on the corner of 10th and Columbia Streets. Dates for Visitation Days this academic year are:

Friday, October 26, 1979
Friday, November 16, 1979
Friday, December 7, 1979
Friday, January 25, 1980

Monday, February 18, 1980*
Friday, March 14, 1980
Friday, April 11, 1980

*Denotes National Holiday

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JUNIOR DAY is scheduled for Saturday, April 26, 1980. Students and their parents should arrive at the DeWitt Cultural Center at 9:00 a.m. for an opportunity to learn more about Hope College, Admissions, Financial Aid, as well as meeting with faculty and students in academic departments of the visiting student's interest.

PARENTS of interested students may also plan to attend Visitation and Junior Days. The College will hold special meetings for parents covering various topics of interest to them.

ADMISSION OF TRANSFER STUDENTS

Hope College accepts applications from students in good standing at accredited universities and colleges.

To be considered for admission the following items must be submitted:

1. Completed application
2. \$15 application fee

Admission

3. High School transcript
4. College transcript (all previous colleges)
5. ACT or SAT scores

Applications are submitted to the Admissions Committee as soon as all information has arrived and applicants can expect a decision shortly after submission. The Admissions Committee may withhold a decision for further information; applicants will be notified of such a need and asked to submit the additional information. Transfer applicants will be expected to submit final college transcripts before enrolling.

TRANSFER OF CREDIT

The standard for the acceptance of credit toward Hope College degree requirements from institutions of higher learning will be the accreditation of that college by its regional accrediting association as listed in the current report of the American Association of Collegiate Registrars and Admissions Officers. Exceptions to this general rule may be obtained only by application to the Registrar prior to enrollment.

A maximum of 65 semester hours of credit may be transferred from a community or junior college. A student transferring to Hope transfers only the credit earned but does not transfer grades and honor points. Hope College subscribes to the Michigan Association of Collegiate Registrars and Admissions Officers Articulation Agreement.

Transfer students seeking a Hope College diploma must complete their last 30 hours on Hope College's campus.

ADMISSION OF FOREIGN STUDENTS

Hope welcomes the interest of foreign students wishing to study on our campus. To be considered for admission the following items must be submitted:

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1. Completed application
2. \$15 application fee
3. Secondary school record
4. Evidence of proficiency in the English language (usually the Test of English as a Foreign Language (TOEFL) or a comparable English proficiency test)
5. The Declaration and Certification of Finances (generally sent to applicants after they apply)

Applicants should be able to communicate well in English. The TOEFL score should be in the 550 range. Financial aid available to foreign students is extremely limited. The Admissions Committee will be unable to consider foreign student applications unless a minimum of one-half of the total yearly costs can be supplied by the applicant. When foreign applicants have been accepted, the acceptance letter and an I-20 will be sent.

SPECIAL OR PART-TIME STUDENTS

Persons interested in enrolling in Hope College on a part-time, non-degree

basis need not complete the formal application for admission. A shorter form is available from the Admissions Office and must be submitted for each semester or term an individual wishes to study at Hope College. This form does not normally require previous high school or college transcripts nor an application fee.

Full college credit is granted for students who pay the regular fees and credit earned is transferrable to other colleges. If a student wishes to be admitted as a degree student the application process outlined in "Admission of Freshmen" must take place.

AUDITING COURSES

Persons wishing to audit courses at Hope College should follow the same procedure outlined under the section "Special or Part-Time Students." These persons are required to pay the audit fee only.

Credit is not granted for persons auditing classes. However, the course will be recorded on the student's permanent transcript.

SUMMER SESSIONS

Hope College offers a variety of campus summer sessions: the three-week May Term and the three-week June Term allow students to enroll for a maximum of 4 semester hour credits while the six-week Summer School allows enrollment for a maximum of 7 semester hour credits.

Admission to any of the summer sessions is granted to any qualified candidate but this admission does not imply admission to Hope College as a degree seeking candidate. Applications for Single Term Admissions (Blue Form) are available by writing to the Admissions Office.

COLLEGE CREDIT BY EXAMINATION

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The Hope College faculty believes that a student should pursue his studies at his established level of competence. Tests are available to determine this level and Hope encourages its prospective students to investigate their use. The following tests are available to Hope students:

ADVANCED PLACEMENT PROGRAM (APP) — A program sponsored by The College Board. Generally credit is granted to students that received grades of 4 or 5. Grades of 3 are evaluated by the respective department which determines if credit will be granted.

COLLEGE LEVEL EXAMINATION PROGRAM (CLEP) — Hope will generally grant credit for subject area examinations based on the Guidelines as established by The College Board. Hope is a Limited Test Center and students can take CLEP exams on campus. (Please refer to page 102 of this catalog.)

HOPE DEPARTMENTAL EXAMINATIONS — Where CLEP or other nationally normed tests are not available, departmentally prepared examinations can be taken. These are not to be confused with placement exams that some departments offer.

Admission

For further information about credit by examination, contact the Registrar's Office. Additional information can be found beginning on page 102 of this catalog.

READMISSION

Students who have withdrawn from the college are not automatically readmitted. An application for readmission must be obtained from the Admissions Office. It should be completed and returned to the Associate Director of Admissions at least two weeks prior to registration.

Readmitted students are required to pay the same \$100 deposit as outlined under "Candidate's Reply Date" on page 68 of this catalog.

FINANCIAL ASSISTANCE

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to make application for admission to Hope College and to forward to the college a copy of the Financial Aid Form which is a part of the College Scholarship Service. New students, that is, students applying for entrance into Hope College, should address all inquiries concerning financial aid to the Office of Financial Aid. The Financial Aid Form should be submitted by March 1 to receive consideration for the following school year. Students already enrolled at Hope College should address inquiries concerning financial assistance to the Director of Financial Aid. A renewal form of the F.A.F. must be submitted by May 1 to receive financial aid consideration for the subsequent school year.

THE COLLEGE SCHOLARSHIP SERVICE — More than 1300 colleges and universities, of which Hope College is one, participate in this service. The C.S.S. publishes and distributes the confidential financial statement (F.A.F.) which is to be filled out by parents and students requesting financial aid consideration. The parents indicate on this form all pertinent family information and financial data, so that the college can make decisions that are fair both to the individual and to the student body.

The F.A.F. is distributed through the secondary schools or may be obtained at any college financial aid office. When completed by parents and students, the statement should be returned directly to the C.S.S. with the appropriate processing fee and not sent directly to the college. For incoming freshmen the deadline for filing the F.A.F. is **March 1**; for returning and transfer students the deadline is **May 1**. The College Scholarship Service will evaluate and forward the F.A.F. to the college(s) named on the form.

Hope College also accepts the Family Financial Statement (F.F.S.) provided by the American College Testing Program. However, the F.A.F. is preferred.

FINANCIAL AID TO STUDENTS

The goal of our financial assistance program is to allow families to consider Hope College on the basis of our academic program and family campus preference rather than cost.

To determine most equitably the distribution of funds available for financial aid, Hope College requires all students applying for assistance to complete a copy of the **Financial Aid Form** and have it analyzed by the College Scholarship Service. Our desire is to help in every way possible the qualified student who is in need of financial assistance. Most awards are based upon financial need, but specific funds may have additional eligibility requirements.

Determination of Awards

Most aid dollars are awarded on the basis of a national formula that measures each family's ability to pay college expenses. The formula takes into account factors such as family income and assets, family size, retirement needs of parents, student savings, student summer work expectation, number of children in college, and unusual medical expenses. The "fairness" of the formula is continually reviewed and alterations frequently occur to insure that the results represent a realistic measurement of each family's ability to make college expense payments. The financial need equation is as follows:

$$\begin{array}{rcl} \text{Total College Expenses} & - & \text{Family Contribution} = \text{Financial Need} \\ \text{(direct and indirect} & \text{(national formula} & \text{(aid eligibility} \\ \text{costs)} & \text{determination)} & \text{maximum)} \end{array}$$

The expense budget is set by the college and reflects modest indirect costs (books, travel, clothing, and spending money) beyond the standard tuition, room and board charges. The family contribution is fixed by the national formula, thus "financial need" will be relative to college costs.

Applying for Financial Aid

The process of asking for financial aid is not nearly as complicated as you might think. A family can apply for federal, state, and Hope College aid by sending one form to a processing agency. We prefer that you file the **Financial Aid Form** (FAF) with the College Scholarship Service, but we will also accept the **Family Financial Statement** (FFS) processed by the American College Testing Service. Both forms are readily available in all high schools. You still need to file an admission application with Hope College since we cannot act upon your aid request until you have been accepted for admission. Hope College does not require an application for aid in addition to the FAF, but you should apply prior to the deadline dates listed below to insure priority treatment:

Deadlines

Freshmen — March 1
Transfers/Upperclassmen — May 1

The award letter from Hope College may contain the offer of aid of several types. You may accept or reject parts of the "aid package" without penalty. The aid is normally awarded for the period of one academic year and aid is divided equally between the two semesters.

Financial Aid to Students

Description of Aid Types and Sources

A. GIFT ASSISTANCE — Scholarships and grants are non-repayable forms of aid. Both are normally based upon need and the scholarship normally requires a B average in order to be renewed the following year.

HOPE COLLEGE AID — Each year a number of the scholarships awarded are sponsored by gifts to the college. These scholarships are listed on page . Without the generous support of these friends of the college, Hope would not be able to offer the great number of scholarships it does. No special application is necessary since recipients are picked from those students awarded general scholarships.

1. **Scholarship** — Gift aid based upon need plus a cumulative GPA of 3.0 at the time of application. Awarded for one school year and renewable based upon continued need and a 3.0 + cumulative GPA. The award is credited automatically to the student's account each term. Aid is restricted for use toward tuition. Eligibility limited to full-time degree students and normally a maximum of 8 semesters of aid can be received.
2. **Grant** — Same conditions as the scholarship except for the GPA requirement. No GPA requirement established for the grant. Grant assistance is frequently used to replace lost scholarship assistance.
3. **Academic Recognition Awards** — See page for program details.

FEDERAL AID

1. **Basic Educational Opportunity Grant** — Gift entitlement based upon exceptional need; awarded directly from the federal government. Maximum gift of \$1800 in 1979-80 based upon expected appropriations. Students must be enrolled at least half-time (6 hours) in order to be eligible. Aid is credited automatically to the student's account upon presenting a valid "Student Eligibility Report (S.E.R.)" to the aid office. Grants averaged \$905 in 1978-79.
2. **Supplemental Educational Opportunity Grant** — Gift assistance based upon exceptional need awarded from funds granted to Hope College. Full-time enrollment required by Hope College due to limited funds. Grants averaged approximately \$500 in 1978-79. All grants require that students accept at least an equal amount of other aid offered to them. Grants are credited to student's account, but a check must be endorsed over to the college each term.

STATE OF MICHIGAN AID

1. **Michigan Competitive Scholarship** — Gift assistance based upon financial need and ACT test score taken prior to college. Aid is directly credited to a student's account each semester and a 2.0 GPA is required for renewal. Full-time enrollment is required. Maximum number terms of eligibility is 8. Maximum amount per school year is \$1200 in 1979-80.
2. **Michigan Tuition Grant** — Gift assistance based upon financial need only and must be used at a Michigan private college. Aid is directly credited to a student's account each semester and no minimum GPA is required. Students enrolled at least half-time are eligible if need is established. Maximum amount is the same as for the Competitive

Financial Aid to Students

Scholarship. Students may **not** receive both at the same time. Maximum terms of eligibility is 10.

3. **Michigan Tuition Differential Grant** — Gift assistance program to full or half-time Michigan residents enrolled at private, eligible, non-profit Michigan colleges. Financial need is not a basis for eligibility. **1979-80 grants are available to Freshmen and Sophomores only** and the estimated award size is \$475 (for full-time enrollment). Awards are renewable based upon State appropriations and continued Michigan residency.
4. **Michigan Legislative Merit Scholarships** — One time, \$1,000 awards to the top qualifiers (150 students in 1978-79) based upon A.C.T. exam results on a state-wide basis. Need is not a consideration and awards may be used at any college in the country.

B. EDUCATIONAL LOANS — Long term educational loans are awarded on the basis of financial need and repayment does not begin until after graduation or withdrawal from college. Before deciding whether to accept a loan you should carefully read the section below which describes the loan which may be offered. You are urged not to accept a loan for an amount larger than absolutely necessary, and are encouraged to consider both part-time employment and cutting down on expenses as a means to keep your aggregate loan debt to a minimum.

Loans offered have been made possible by a previous student borrower repaying his or her loan and your repayment will be required to assist future students. You should keep this in mind when it comes time for you to begin repaying your loan. The following table shows quarterly payments for a ten-year repayment period at 3% and 7% (for Guaranteed Student Loans):

Total Amount Borrowed	Amount of Quarterly Payments — 3%	Amount of Quarterly Payments — 7%
\$1000	45 Minimum*	90 Minimum*
2000	57.96	104.52
3000	86.91	139.35
4000	115.89	174.18
5000	144.84	209.01
6000	173.82	243.84
7000	202.80	278.67
8000	231.75	

*Repayment would be in less than 10 years.

HOPE COLLEGE AID

1. **Institutional Loans** — (Hope, Strong, Loan, Dykema, Skillman, Noyes, Crosby, and Yonkman). These Hope College loans are for students who meet various criteria required by the donors. No interest accrues nor is repayment required while the recipient maintains at least half-time student status at Hope College. Interest, at the rate of 3%, begins nine months after graduation or termination of student status at Hope. Repayment is to be made in 16 quarterly payments over four years. Deferral of principal payment can be made during graduate study only.

Financial Aid to Students

- a. **The Henry Strong Educational Foundation** — Provides funds to undergraduate Juniors and Seniors. Interest at the rate of 3% begins to accrue at graduation and repayment is at a specified rate covering a period of four years after graduation.
- b. **The John Dykema Loan Fund** — This student loan fund is designed for students who demonstrate excessive need and who may be forced to discontinue their studies without the use of such funds. Grades are not to be a determining factor in awarding these loans. Established by Susan M. Dykema.
- c. **The Bing Crosby Loan Fund** — This is a loan program established by the Trustees of the Bing Crosby Youth Fund, for deserving students who are in need of financial assistance to complete their education. The money is to be loaned to students having satisfactorily completed their freshman year.
- d. **The Floyd Long Loan Fund** — This institutionally operated loan program was established to help meet the educational expenses of Hope students who demonstrate financial need and show academic promise.
- e. **Janet Albers Yonkman Loan Fund** — This fund is to be a Student Loan Fund, all loans to be made to students whose scholarship record and potential suggests that they will pursue successful academic careers at and be graduated from Hope College. Primary consideration will be given to music students, but the fund is open to application by all interested students. Loans will be made to worthy, deserving, and responsible students who have given evidence of leadership potential and who have financial need.
- f. **Skillman Loan** — This fund created by the Skillman Foundation for deserving students in need of loan assistance.
- g. **Noyes Loan** — This fund created by the Jessie Smith Noyes Foundation for deserving students in need of loan assistance.
- h. **Mary VanKampen Memorial Loan Fund** — This institutionally operated loan program was established to assist students in need of funds to purchase textbooks. The money is to be loaned without interest for a maximum period of one year. This short-term loan program is limited to students who demonstrate financial need and the ability to repay the loan from campus or summer employment.

FEDERAL AID

1. **National Direct Student Loan** — This loan program is awarded on the basis of financial need to students enrolled full-time in a degree program at Hope College. Maximum annual amounts are \$1250 and \$5000 total for the undergraduate degree. Repayment of principal and interest begins nine months after the borrower ceases at least half-time enrollment and may continue for a period not to exceed ten years. The interest rate is 3% and there is a cancellation provision for enrollment in special areas of teaching or certain types of service in the military.
2. **Guaranteed Student Loan** — Educational loans for students enrolled

Financial Aid to Students

at least one-half time. Financial need is **not** a requirement. The maximum loan is \$2500 per academic year, but not more than \$7500 for undergraduate study. The interest rate is 7% and the Federal Government pays the interest as long as the borrower maintains one-half time enrollment status. Repayment normally begins 9 months after one-half time enrollment ceases and up to 10 years may be allowed for repayment. Application is normally made to a hometown bank and funds received may be used to supplement the aid package as long as the combined totals do not exceed the educational costs.

C. STUDENT EMPLOYMENT — Many Hope College students hold part-time jobs both on and off campus during the school year. Of the available on-campus jobs, approximately 63% are filled by students with a demonstrated financial need. The average workload is 8-10 hours per week which allows a student to earn approximately \$750-950 per school year (based on the hourly rate of \$2.90).

Students are paid on a bi-weekly basis and it is their responsibility to make payments toward any outstanding balance on their account.

If a student is unable to fully earn his or her apportioned amount, an educational loan can be requested to replace the unearned balance.

If employment is included as a part of the financial aid package, job assignments will be made just prior to the start of the semester or during the first week of school. Because of the high degree of competition among students for certain positions, it is sometimes difficult to place each student according to their preference. Every effort is made, however, to accommodate each student's request.

IMPORTANT NOTE: A student accepting any federal financial aid is limited by law in the amount of on-campus work he or she may accept. Earnings in excess of their set limit will result in a reduction of federal aid unless an equal amount of aid is declined.

Any employment included as part of a student's financial aid package will fall into one of the two following categories:

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HOPE COLLEGE AID

1. **On-Campus Employment** — These jobs are assigned on the basis of financial need. Final hiring is dependent upon an acceptable work schedule and the consent of the employment supervisor. Re-assignment of jobs will be made whenever necessary and possible. Student employees are expected to work in a conscientious, responsible manner and are evaluated annually.

FEDERAL AID

1. **College Work Study** — The College Work-Study Program (CWS) provides campus jobs to students who have great financial need. Hope College is annually awarded federal funds to pay 80% of eligible student wages and currently, approximately 15% of the jobs on campus are funded through this program. Wage rates are identical to non-Work-Study on campus. Limited federal funding has made it necessary to select students primarily from family incomes below \$20,000 per year and those enrolled on a full-time degree basis.

Financial Aid to Students

Payment of Financial Aid to Students

Most financial aid is directly credited to the student's account each semester. The credit is normally for 50% of the total aid unless otherwise indicated and will appear on the advance billing mailed prior to the semester by the Student Accounts Office. Basic Grant funds cannot be disbursed until the complete triplicate Student Eligibility Report (S.E.R.) is received and validated. The following aid funds also require a student to endorse a check approximately one month after each semester has started: National Merit Scholarship, National Direct Student Loan (NDSL), Supplemental Opportunity Grant (S.E.O.G.), and Hope College Institutional Loans. Aid from outside private and community sources is frequently sent directly to the student, but may be sent directly to the college for endorsement. Such funds are not credited to the student's account until they are received. Educational loans also require the execution of a promissory note each semester at the time the loan check is endorsed and a group or individual interview prior to the first disbursement each school year in order to review each borrower's rights and responsibilities.

Renewal of Financial Aid

78 Renewal consideration for financial aid each year depends upon three factors; satisfactory academic progress, continued demonstration of financial need, and the availability of funds. In order to be eligible for renewal consideration, students must submit the required Financial Aid Form (F.A.F.) by May 1 or March 15 for Michigan residents. Each summer, renewal candidates who demonstrate financial need based upon the F.A.F. will be awarded financial assistance for the next academic year. The dollar amounts of aid will normally remain constant if a student's need remains the same. Aid increases or decreases are based upon the F.A.F. evaluation. It remains the college's policy to award aid equal to, but not greater than each student's computed need. **It is the student's responsibility to secure a new F.A.F. each year from the Financial Aid Office.**

Satisfactory academic progress means that students are allowed to continue their full-time degree status by the Registrar's Office **plus** they must meet the following minimum standards of credit accumulation in order to be eligible for aid renewal:

Semesters on Aid	Minimum Credit Hours Required to Remain Eligible to Continue on Aid
2	13 hours
3	24 hours
4	36 hours
5	51 hours
6	66 hours
7	80 hours
8	96 hours

*Aid beyond 8 semesters is awarded only if funds are available after meeting the needs of students enrolled less than 8 semesters.

*No aid available beyond 10 semesters.

Academic Recognition Awards

As part of its commitment to academic excellence, Hope College offers the following scholarships to freshmen. Recipients will be selected primarily on the basis of academic achievement in the high school.

Amount: Each award is a \$300 tuition credit for the year it is given.

Application: All students who have applied to Hope College are automatically eligible. While no special application is required, students are urged to indicate the scholarships for which they consider themselves qualified.

Deadline: Application for admission must be postmarked no later than March 15. Recipients will be notified by mail in April.

Eligibility: Those students in the top 10% of the entering freshman class will be considered. Special qualifications for individual awards are listed below.

1. **Presidential Scholarships** — The goal of this program is to recognize broad academic achievement, to provide opportunity for intellectual exploration, and to encourage students to fully develop their academic abilities and interests.

Students are selected not only on their superior records of academic achievement and marked intellectual interests, but also on demonstrated leadership abilities.

In addition to the regular award, recipients are given, the freshman year only, a \$50 credit in the bookstore for the purchase of books other than required texts.

Number: Thirty per class

Contact: David Marker, Provost

Renewable annually to a maximum of 8 semesters contingent upon academic performance.

2. **National Merit Scholarships** — Hope College annually sponsors scholarships through the National Merit Scholarship Program.

Consideration is limited to Merit Semi-Finalists who inform the National Merit Scholarship Corporation that Hope College is their first-choice college.

Annual stipends (\$300-1500) depend upon individual need as determined by the Merit Corporation.

These scholars are included in all special activities that are held for the Presidential Scholar Program.

Number: Twelve per class

Contact: Bruce Himebaugh, Director of Financial Aid

Renewable annually to a maximum of 8 semesters contingent upon academic performance.

3. **Fine Arts/Humanities** — These awards are given to students whose future holds promise in studies in the Humanities or Fine Arts.

While selection is primarily based on academic performance in high

Financial Aid to Students

school, the applicants in art or performing arts may be asked for a portfolio or audition.

Number: Fifteen per class

Contact: Jacob E. Nyenhuis, Dean for the Arts and Humanities

Renewable for sophomore year only, contingent upon academic performance the freshman year.

4. **Music** — Applicants need not plan to be a music major, but must show accomplishment in applied music.

Awards are based on overall academic standing and audition by means of a tape recording.

Recipients are required to enroll in one of the College's performing organizations.

Number: Ten per class

Contact: Stuart Sharp, Chairman, Music Department

Renewable the sophomore year only, contingent upon academic performance the freshman year.

5. **Natural Sciences/Social Sciences** — Students who plan to major in any of the academic departments in the Natural Sciences or Social Sciences are eligible.

Selection is based upon the applicant's overall academic record, with special attention paid to performance in classes related to the intended academic major.

Number: Fifteen per class

Contact: Sheldon Wettack, Dean for the Natural and Social Sciences

Renewable the sophomore year only, contingent upon academic performance the freshman year.

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IF YOU HAVE QUESTIONS OR PROBLEMS, CONTACT US:

Financial Aid Office
Room 203, VanRaalte Hall
Hope College
Holland, MI 49423

Phone: (616) 392-5111, Ext. 2090

OFFICE STAFF:
Bruce Himebaugh
Director of Financial Aid

Gall Smith
Financial Aid Counselor

Phyllis Kleder
Student Employment Counselor

STUDENT EXPENSES ACADEMIC YEAR 1979-1980

General Fees:¹

	Per Semester	Academic Year
Tuition — 12 to 16 credit hours	\$1,715.00	\$3,430.00
Board — 21 meals per week ²	460.00	920.00
Room ³	335.00	670.00
Activity Fee	15.00	30.00
Total	<u>\$2,525.00</u>	<u>\$5,050.00</u>

Laboratory Fees: Certain courses require payment of modest laboratory fees to cover the costs of special materials and activities provided during course instruction. These fees generally range from \$5.00 to \$85.00 per course and are in addition to the general fees.

Applied Music:⁴ Organ, Piano, Voice or Instrument

One thirty-minute lesson per week for one semester.....	2 hrs. credit	\$ 70.00
One forty-five minute lesson per week for one semester.....	3 hrs. credit	100.00
Class instruction in Voice, Piano, or Instrument for one semester		35.00

Special Fees:

Application (paid by each student upon application for admission)	\$ 15.00
Late Registration	10.00
FOCUS Program	100.00
Freshmen Enrollment Deposit: \$50 applied against general fees and \$50 used as a deposit which is refundable upon graduation or withdrawal if all other fees and charges have been paid in full	100.00
Tuition Deposit: ⁵ Payable at time of fall registration which occurs during the spring and applied toward fall tuition	50.00
Tuition above normal 16-hour load (per credit hour)	40.00
Tuition: 8-11 hour load (per credit hour)	105.00
Tuition: 5-7 hour load (per credit hour)	85.00
Tuition: ⁶ 1-4 hour load (per credit hour)	65.00
Audit (per semester hour)	30.00
Tutorial: Per credit hour (by special arrangement)	115.00
Late Payment Service Charge — assessed if full payment is not received by due date	25.00

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- Hope College reserves the right to increase the tuition, room, and board fees at any time.
- Other board options are: 15 meal plan: \$865.00, 10 meal plan: \$775.00 per year.
- All rooms in College housing are contracted for the College academic year. Single rooms and apartments will be made available if space permits at an additional charge.
- Fees for applied music and class instruction are in addition to the normal credit hour charge. However, if a student is enrolled in over sixteen credit hours of instruction, including applied music, additional tuition for credit hours in excess of sixteen will be waived.
- Tuition deposit is not refundable if the student does not enroll for the fall semester.
- Students enrolled for 1-4 credit hours are not eligible for special College services or allowed to attend College events without purchasing an identification card.

Student Expenses

Payment of College Bills:¹

All bills are due and payable in advance of the beginning of each semester. Bills will be rendered in advance and payments should be directed to the Student Accounts Office. A service charge of \$25.00 is made on all accounts not paid in full by scheduled dates approved by the college.

In accordance with standard practice at colleges and universities, students are required to make satisfactory arrangements with the Student Accounts Office for the settlement of all financial obligations before final examinations, graduation, the issuance of transcripts, or registration for a succeeding term.

Refunds:²

Contractual arrangements with members of the faculty and staff, and other provisions for education and residence, are made by the college for an entire year in advance to accommodate each registered student for the full academic year; therefore, should a student withdraw before the end of a semester the following rules will apply:

1. **ROOM REFUND** — Enrolled students are required to live in college housing and contract a room for the academic year. Prorated refunds will only be issued to those students who officially withdraw for reasons of health. No other refunds will be issued.
2. **BOARD REFUNDS** for students officially withdrawing from the college will be prorated. No changes in boarding plans may occur after student I.D.'s have been made. Any requests for a late change in board plan should be directed to the Dean of Students Office for consideration.
3. **TUITION REFUNDS**³ for students who officially withdraw from college, or are suspended, will be computed from the beginning of classes as follows:

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FALL SEMESTER 1979 —

Sept. 3 — Sept. 12	100%
Sept. 13 — Sept. 19	80%
Sept. 20 — Sept. 26	60%
Sept. 27 — Oct. 3	40%
Oct. 4 — Oct. 10	20%
After Oct. 10	NO REFUND

SPRING SEMESTER 1980 —

Jan. 14 — Jan. 24	100%
Jan. 25 — Jan. 31	80%
Feb. 1 — Feb. 7	60%
Feb. 8 — Feb. 14	40%
Feb. 15 — Feb. 21	20%
After Feb. 21	NO REFUND

1. Special arrangements for payment of part of your college expenses over an extended period can be made by contracting the The Tuition Plan, Concord, New Hampshire 03301, or E.F.I., Suite 3200, Prudential Plaza, Chicago, Illinois 60601. Arrangements with the private companies should be completed in advance of the planned enrollment date. Additional information may be obtained by requesting a brochure from either company.
2. Failure to complete a non-returning student form prior to the start of the succeeding semester will result in the forfeiture of the \$50.00 Enrollment Deposit. See Page 98 for more information regarding withdrawal and non-returning procedures.
3. Students who drop classes after the official drop-add period but remain enrolled in the college will not receive a refund for the dropped classes.

THE DEGREE PROGRAM

The curricular program is based on the concept of four academic years of college work leading to the Bachelor of Arts or Bachelor of Music degree. This program is designed to challenge students to explore the broad range of human experience and also to probe deeply into a limited segment of that experience.

The Hope College curriculum requirements are divided into two areas: the Core Curriculum and the Academic Major. The Core Curriculum is designed primarily to enable each student to acquire a broad understanding of various aspects of human activity which will enlarge his comprehension of the world in which he lives, help him in disciplining his mind, and assist him in developing a vital Christian philosophy.

The Academic Major requirement is aimed primarily at ensuring that each student focuses his intellectual endeavors on an area of his special interest and competence, in order to acquire the special skills and knowledge needed to contribute in a significant way to the betterment of humanity.

Taken together the Core Curriculum and the Academic Major, along with the various professional sequences, are the curricular means whereby the College seeks to fulfill its two major responsibilities, those of stimulating the growth of the individual as a person and of preparing the individual to take his place as a responsible and competent Christian world citizen.

I. THE OBJECTIVES OF THE CURRICULUM AT HOPE COLLEGE

The course offerings of Hope College are designed to promote in the student the following basic attributes of a liberally educated person:

- A. The ability to understand, evaluate and communicate ideas.
- B. A broadened awareness.
- C. The ability to engage in intensive study.
- D. A sense of interrelatedness of knowledge, experience and responsibility.

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The curricular requirements established for the bachelor's degree are designed to ensure that the student addresses himself to all of these objectives.

II. REQUIREMENTS FOR THE BACHELOR'S DEGREE

The Core Curriculum

A. Fundamental Skills — 7 semester hours

1. Expository Writing I. (English 113) 4 hours

Rationale and Objectives

Knowledge has little value unless it can be communicated to others; therefore, every course offered in the College should help students improve their writing skills. The freshman rhetoric course is to be viewed as a foundation course, not as an end in it-

The Degree Program

self. The emphasis of this course is placed, therefore, upon rhetoric and the fundamentals of expository writing. Specifically, the course aims at furthering the freshman student's ability to reflect critically, logically, and speculatively on significant topics and ideas and to express his reflections clearly, forcefully and in orderly fashion.

Course Pattern

A four semester-hour course to be taken in the freshman year. Since it may be difficult to learn and to teach the fundamental writing skills without using some issue or topic with its attendant literature to provide focus, model and inspiration, faculty employ such an organizing principle in the teaching of rhetorical skills.

This course assumes that students entering it will have already achieved some understanding of principles of grammar, syntax, and mechanics. To provide help for students who show significant deficiencies in these areas, the Academic Skills Center will provide individualized instruction for any student needing and requesting help in developing writing skills.

2. Mathematics (3 hours)

Rationale and Objectives

In a society which depends ever more heavily on quantitative definition and analysis of issues and problems, basic mathematical skills are clearly necessary if a person is to function effectively. The aim of the mathematics requirement is to help the student achieve this facility in using quantitative symbols and methods. All courses eligible for fulfilling the requirement should help students understand better the nature and structure of mathematics.

Course Pattern

Since students enter college with significant differences in their mathematical skills, and since their vocational directions may require specific mathematical skills, no single course is best for all students. Therefore, a variety of course offerings are provided from which the student may choose. Advisors will assist students in making a wise choice, in light of background and major directions.

B. Cultural History — 12 semester hours

Rationale and Objectives

In order for modern persons to live responsibly in society and help shape its future, they need to have some sense of their past and the ways in which the thoughts and actions of the past have shaped their present. The cultural history requirement introduces students to the chief intellectual developments of the western cultural tradition, by directing their study to significant primary documents and artistic creations in chronological sequence.

Course Pattern

The curriculum structure assists students in perceiving interrelationships between developments in literature, history, and philosophy, both during a given era and within the continuum of the

The Degree Program

western tradition. Thus, the student is made aware of his heritage as an organic whole.

To meet these objectives, the student must

1. Complete one of the six semester hour sequences: Each sequence moves from a consideration of the ancient period (A block) to a consideration of the modern period (B block). The student may elect from the following sequences and courses: 1) Literature: English 231 — World Literature I (A block), English 232 — World Literature II (B block); 2) History: History 130 — Intro to Ancient European History (A block), History 131 — Intro to Modern European History (B block); 3) Philosophy: Philosophy 219 — Ancient Philosophy (A block), Philosophy 220 — Modern Philosophy (B block), IDS 113 — Intro to Liberal Studies (A or B block).
2. Complete one course from each of the remaining sequences (English, History, or Philosophy) — one course must be "A" block (English 231, History 130, Philosophy 219) and one course must be "B" block (English 232, History 131, Philosophy 220). IDS 113 may be used as either an "A" or "B" block course for Philosophy.

The College is committed to excellence in written expression; therefore, every course in the Cultural History requirement will include writing and the evaluation of writing.

C. Social Science — 6 semester hours

Rationale and Objectives

This requirement is designed to help the student understand the structure and functions of the major institutions of society and the major patterns of human behavior, and to bring these understandings to bear upon the problems he will face and decisions he will be required to make if he is to live effectively and constructively in his society.

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Course Pattern

One course must be chosen from the core-designated courses in the economics and political science areas — courses currently designated to satisfy this portion of the core are Economics 201 and Political Science 101; and one course must be chosen from the core-designated courses in the communication, psychology, and sociology areas — courses currently designated to satisfy this portion of the core are Communication 101, Psychology 100, Sociology 101 and Sociology 151.

D. Natural Sciences — 8 — 6 semester hours

Rationale and Objectives

The magnitude of the influence of science and technology in today's world is obvious and raises challenges and problems for modern men and women individually and collectively. The purposes of this segment are to deepen the student's understanding of the scientific interpretation of the natural world, to explore the

The Degree Program

aims, methods, limitations, and moral implications of the scientific enterprise, and to study the influence of science and technology on society and man's environment.

Course Pattern

To meet these objectives, the student must:

1. EITHER complete a four-semester-hour introductory course with laboratory in the natural sciences and complete another four hours of science. For the non-science major, the overall objectives are best met with completion of 2 two-semester hour topical courses in the natural sciences (excluding computer science). At least one of these courses must be taken in a department other than the one in which the laboratory course is taken. Total requirement is 8 hours.
2. OR, for students who have good high school preparation in natural science and who present a suitable score on the ACT exam in natural science, complete 6 hours of science courses usually taken as 3 two-hour topical courses in the natural sciences. At least two departments must be represented in the student's choice. A two-hour topical course in computer science is allowed toward fulfillment of this requirement. The total requirement is 6 hours for students who have met the waiver requirement.

E. Foreign Cultural Studies — 0 to 9 semester hours

Rationale and Objectives

A sequence involving nine semester hours or fewer of course work, depending upon the proficiency of the student in a foreign language. The purpose of the requirement is to increase the student's ability to communicate in a language other than his or her own, to deepen understanding of the structure and role of language and to develop appreciation of the culture of other peoples.

Course Pattern

Four options can be exercised to satisfy the requirement:

Option 1

- a. One-year college level language proficiency, to be demonstrated in one of the following three ways:
 - i. placement in Hope's 200 course level on the basis of a placement test, normally taken when the student enrolls for the first time at Hope College;
 - ii. presentation of a minimum score of 550 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible), normally taken during junior or senior year in high school;
 - iii. successful completion of courses numbered 112, 131, or 172.
- b. Successful completion of an additional three-hour course (other than 100 level courses in language of demonstrated proficiency) offered by the Department of Foreign Languages and Literature, for which the student has the necessary prerequi-

The Degree Program

site, preferably in the language area of demonstrated proficiency.

Option 2

Demonstrated one-year college level proficiency in each of two foreign languages. See above for definition of proficiency.

Option 3

Demonstrated two-year college level proficiency in one foreign language. Two-year college level proficiency may be demonstrated by one of the following:

- a. Placement in Hope's 300 course level (French Department, French 275) on the basis of a placement test.
- b. Presentation of a minimum score of 650 on a CEEB Foreign Language Achievement Test (The Reading-Listening Test, if possible).

Option 4

One semester of concentrated study of a foreign language in a country where that language is an official language and under the auspices of a foreign study program recognized by the College and approved by the chairman of the Department of Foreign Languages and Literatures. NOTE: A student who speaks a language other than English natively is exempted from the Foreign Cultural Studies Graduation requirement.

F. Performing & Fine Arts — 6 semester hours

Rationale and Objectives

A liberally educated person knows, understands, and experiences those creations of man which speak of grandeur and misery powerfully in a form generally called beautiful and identified as Art.

To develop his aesthetic sensibilities and his awareness of the richness of the arts of the past and present, a student should not only be introduced to the artistic creations of others, but also be involved in the creative process. Part of the arts requirement (three hours) is designed to introduce the student to masterpieces of one or more of the arts and to provide him or her with the background and skills important for an appreciative understanding of them. The other part of the requirement is designed to help the student explore further, but it especially encourages him or her to engage actively in the creative and performing process.

Course Pattern

The student may fulfill these objectives by

1. Completing an introductory course in art, music, theatre, or an interdisciplinary course in the arts. Courses designated to fulfill this requirement are Art 161, 162; IDS 101; Music 101, Theatre 101, 105 (Theatre majors), 153.
2. AND, Completing three hours of course work in one or more disciplines other than the one chosen for the introductory course. Any performance or studio course, including dance studio, unless specifically exempted, may be used to fulfill or

The Degree Program

partially fulfill this three-hour block. NOTE: The interdisciplinary course is in the planning stage. It might develop into a six-hour sequence that could be used to meet the total requirement. Such a course would be taught by an interdisciplinary team and might focus on lectures and discussions generated by the experience of weekly arts events presented for the course itself and for the college community as a whole.

G. Religion — 6 semester hours

Rationale and Objectives

The Christian faith has had a profound influence on the history of western civilization and is a powerful force shaping the future. The notion that all of life and nature are gifts of God and that man is called to be a faithful steward of these gifts makes the study of the Christian religion an essential part of the curriculum. This segment is designed to aid students to develop a mature understanding of the Judeo-Christian tradition, to acquaint students with the methodological tools used in the study of religion, to sharpen their ability to evaluate their own religious commitments, and to assist them in evolving an integrated world view.

Course Pattern

Three hours are to be elected from the Basic Studies in Religion: Religion 110, 120, 130 or 140. The remaining three hours are to be drawn from an appropriate upper-level religion course. For junior and senior transfer students, a total of 3 hours is required.

H. Physical Education — 2 semester hours

Rationale and Objectives

Physical health and fitness have been part of the ideal of the liberally educated person since the time of the ancient Greeks. In this modern mechanized and affluent society, man has tended to forget the importance of physical activity and proper diet. The purpose of this requirement is to help the student understand the principles of proper diet and exercise and establish habits and skills that will enable him or her to reach and maintain good health and physical fitness.

Course Pattern

The first hour (P.E. 140) of this requirement will focus on the knowledge of diet and exercise as they relate to fitness and health. The second hour (P.E. 141) will deal with the application of the principles established in P.E. 140 and will involve the student in an activity or activities which best suit his or her physical fitness needs. The two hours are to be taken in consecutive semesters and it is recommended that it be done in the freshman year.

I. Senior Seminar — 3 hours

Rationale and Objectives

Hope College is an institution which professes that life is regarded as God's trust to man. In this context students are helped to discover their individual abilities, and to develop as competent, creative, and compassionate human beings, devoted to serving

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God in all areas of life. From these aims the Senior Seminar's core requirement was developed.

Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his or her philosophy for living in a coherent, disciplined, yet personal way, 3) to understand secular contemporary values in Christian perspective.

Course Pattern

Senior Seminars are three-hour courses offered both semesters. Courses should be taken by second-semester juniors and seniors unless by special permission. Students may elect from the following courses to fulfill the requirement: IDS 400, 401, 402, 403, 404, 410, 411, 412, 413, 414, 421, 423, 451, 452, 454.

The Major Programs

The bachelor degree requires the successful completion of a major program. The Bachelor of Arts degree may be earned in thirty-five fields of major concentration: art, biology, business administration, chemistry, classical languages, communication, computer science, economics, engineering science, English, French, geology, geochemistry, geophysics, German, history, humanities, language arts, Latin, mathematics, music, literature and history, music theory, philosophy, physical education, physics, political science, psychology, religion, science, social studies, sociology, Spanish, and/or theatre. The Bachelor of Music degree may be earned in performance, vocal music education, and/or instrumental music education.

A student may formally declare his or her major anytime after the first semester of College work as long as the student is in good academic standing. Normally, the choice of a major program is made by the end of the sophomore year. Every student must declare and be assigned an academic advisor in the major area by the time senior status is obtained (94 semester hours) or he/she may be asked to withdraw from the degree program. 89

For all those courses counting and required for a particular major program an average grade point of 2.00 or better is required for graduation. (Certain governmentally supervised programs such as teacher certification may require higher grade point averages. Students must be aware of such special criteria.)

1. The Department Major

The departmental major is the most common means by which Hope's students engage in an intensive study in one field of knowledge. Upon deciding in what department to major and after consultation with his or her academic advisor a student makes formal declaration of a major to Department Chairman on the appropriate form from the Records Office. The Department Chairman assigns a new advisor. The student and the new advisor then

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work out the academic program in line with all the specific requirements of the major program as stated in the course listing section of the catalog. The student should become familiar with all the departmental requirements in order to graduate from the College. The department chairperson will certify to the Registrar that all the criteria for the major have been met including the 2.00 gpa required in the major area course work.

2. The Composite Major

The composite major is an alternative to the departmental major. While the composite major seeks to fulfill the same objectives as the departmental major, namely, the ability to engage in intensive, in-depth scholarly inquiry, the composite major allows for special alignment of courses from several departments to fulfill a particular academic or vocational objective. The composite major is just as rigorous as a department major but it allows the tailoring of an academic program to a field or topic of inquiry other than a departmental field.

Guidelines for the Composite Major — The following guidelines are established for those contemplating a composite major and for those responsible for approving such a major:

1. The applicant must present a rationale for his composite major. This must include a definition of his field of inquiry. This field must be more specific than a random collection of courses from several departments in the same division.
2. The composite major should consist of at least 36 credit hours of course work aimed at providing depth in the defined field in inquiry.
3. Of this hours, at least half should be in courses that are not elementary but upperlevel courses (normally courses numbered over 300).
4. As for all applications for majors, the request for a composite major should be made at the close of the sophomore year, and certainly no later than three semesters prior to graduation. Upon acceptance the student will be assigned a major advisor who, in consultation with the student, has responsibility for determining the specific course sequence that must be followed to complete the major, and who certifies to the Registrar that the major has been completed.

Students interested in pursuing a composite major should consult with the Registrar about application procedures.

THE COMPOSITE MAJOR FOR THE ELEMENTARY EDUCATION STUDENT — Education students planning to seek certification in Elementary Education and not intending to major in one department should plan to follow one of the composite programs already approved. Such a student should consult with the Department of Education by the end of his sophomore year. The composite major leading to certification in Elementary Education consists of a minimum of 36 hours in related academic fields and requires a concentration of at

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least 18 hours in one academic field. At present, the following composite majors are approved:

Language Arts (Communication, English Language, Foreign Languages, Focus is on languages as a communicating art).
Humanities (Literature, Art, Music)
Social Studies (History, Political Science, Sociology, Economics, Geography)
Science (Biology, Chemistry, Geology, Mathematics, Physics)

PSYCHOLOGY-SOCIOLOGY (SOCIAL WORK) MAJOR is designed for students who are intending to enter professions which require intimate contact with humans and affects human welfare. The major builds upon a broad liberal arts base and examines: 1) the philosophies of social welfare; 2) various theoretical perspectives of Psychology and Sociology.

Requirements include: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410.
Sociology 101, 102, 151, 232, 241, 242 or 312, 442.

It is strongly recommended that the student take Mathematics 210 for the College mathematics requirement, and Animal Biology or Human Ecology and Principles of Heredity for part of the requirement in science.

Sociology 443 or 446 is recommended for all students.

Students contemplating this major should consult with Prof. James Piers of the Sociology Department by the end of their sophomore year.

Also see "Social Work" listed under pre-professional programs, pg. 279.

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THE GEOLOGY-PHYSICS COMPOSITE MAJOR is an integrated curriculum designed to prepare students who are planning to follow a graduate career in geophysics.

Required Courses:

Geology: 115, 241, 242, 251, 255 and 441

Mathematics: 135, 136, 235

Physics: 121, 122, 270, 241, 242, 341, 381, 382.

Three additional courses are required; at least one in the Geology Department and one in Physics. These courses are:

Geology: 332, 371, 453

Physics: 342, 352, 361, 362

Students contemplating the geophysics major should consult with the Chairmen of the Geology and the Physics Departments for additional information.

THE GEOLOGY-CHEMISTRY COMPOSITE MAJOR is an integrated

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curriculum designed to prepare students who are planning to follow a graduate career in geo-chemistry.

Required Courses:

Chemistry: 111, 121, 221, 321, 322, and 343

Geology: 115, 241, 242, 251, 332, 453

Mathematics: 135, 136, 235, 270

Physics: 121, 122, 225

Students contemplating the geology-chemistry composite major should consult with the Chairmen of the Geology and Chemistry Departments for further information.

THE COMPOSITE MAJOR IN INTERNATIONAL STUDIES is designed for the student intending to enter a profession in which an international focus is of particular importance. This major will serve as preparation for careers in such fields as International Business, Economics, Political Science, Law, History, Sociology, and the Arts.

In addition to the normal sequence of courses taken to satisfy the general requirements at Hope College*, eighteen credit hours of required courses plus eighteen credit hours of elective courses are needed to complete this major.

Requirements include:

- Economics 308
- Economics 402
- History 355
- Political Science 251
- Political Science 353
- Sociology 151

Among the eighteen elective hours of credit students must take:

- one non-U.S. History course
- a Foreign Language 250 course (or a course which comparably stresses a cultural approach to International Studies)
- an Independent Study intended to draw work of this major together.

It is strongly recommended that students participate in an internship with an international focus for at least one semester and preferably for a full year.

Semester Hours and Quality Points

A student to be eligible for graduation must pass all college required courses and must present a minimum of one hundred twenty-six (126) credit hours of college work. The grade average of all his course work must be 2.0 or higher.

Residence Requirement

Under normal circumstances, the final 30 semester hours of the Hope College degree program must be completed at Hope College or in an off-

*International Studies majors shall complete their Foreign Language Cultural Studies requirement with nine hours of language study.

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campus program sponsored by Hope College. This latter category would include the Great Lakes Colleges Association programs, and those of the Institute for European Studies. In certain individual cases, an exception may be granted through the following procedure:

1. The Registrar, in consultation with the student's department chairman and divisional dean, may approve the taking of a maximum of 15 semester hours of the final 30 at another educational institution.
2. If the student seeks permission to complete his entire senior year at another educational institution, approval must be given by both the Student Standing and Appeals Committee and a divisional dean. Such requests should be submitted to the Registrar who will forward each request to the appropriate persons.
3. In both of the above exceptions, approval must be granted in advance of the student's enrollment in the other institution and all Hope College academic requirements must be completed by the graduation date. No student will be graduated from Hope College who has not spent a minimum of one full academic year as a full-time student on the Hope College home campus during the period in which he has junior or senior standing.

Minors

While minors are not required for the degree, concentrations of course work in a department may qualify the student to have this minor listed on his/her permanent record. Minor program must be submitted to the individual departments for approval.

Minors are required for teacher certification and students who intend to be certified to teach at the elementary or secondary level should consult with the Department of education.

III. THE CONTRACT CURRICULUM

The curricular design for the A.B. degree at Hope College, as previously outlined, may not be appropriate for all students. The Contract Curriculum is an alternative program for achieving the educational objectives of the College. The Contract Curriculum may replace both the general college requirements and the requirements for the major.

The Contract Curriculum rests on several assumptions. First, there are some students who are not only capable of, but also eager for more self-determination in their education. Second, the current presupposition that students ought to learn broadly at first and then proceed to greater and greater specialization is not necessarily valid for all students. In fact, the inverse of that academic pyramid might be more productive with some students. For some, concentrated studies in the sophomore year in one academic area might be a better approach to the ultimate achievement of the college's educational objectives. Because of the new horizons opened by concentration, intensive study may serve as a more effective tool than the present "Introduction to—" courses in creating the desire for investigation of other areas. Finally, the Contract Curriculum is not to be considered as an honors program. No minimum grade point average shall be established

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as a prerequisite for the acceptance into the contract curriculum.

To implement this Contract Curriculum proposal, the following guidelines are required to be followed by students and faculty:

1. In order to be admitted into the Contract Curriculum program, a student must have completed two semesters of full-time study (minimally 24 hours) at Hope College. However, a student may apply and complete all preliminary steps for admission to the program at any time after the midterm point of the semester in which he will complete a minimum of 24 semester hours taken at Hope College. (Action on his application will be deferred until he has completed the 24 hour requirement.)
2. It will be the responsibility of the student to provide concrete evidence that he is able and both sufficiently responsible and motivated to pursue such an independent program. (The evidence shall include his past academic record, letters of recommendation, an interview and other appropriate support.) A student entering the Contract Curriculum must accept the contract as his full-time academic program for that semester.
3. The student must seek out one faculty member who will act as his mentor for a period normally not to exceed two semesters. The student and the mentor will propose a contract which outlines the course of study.
4. The writing of the contract is of crucial importance and care must be taken to make it as comprehensive as possible. The contract shall state the educational objectives and means for carrying them out, provide criteria for evaluation, acknowledge educational risks involved, and make provisions for "statements of progress" to the faculty Contract Committee which may include oral examinations and/or the presentation of papers or special projects.
5. The written contract shall be submitted to the Registrar who will convene a Faculty Contract Committee composed of a divisional dean, one faculty member appointed by the Registrar who will serve as chairman of the committee, and two faculty members selected by the student and his or her mentor. The Faculty Contract Committee will evaluate the contract in light of the educational objectives stated above in item 4 and grant approval based upon additional criteria designed to maximize the possibility of the student's successful completion of the contract.
6. Academic credit for students involved in the Contract Curriculum will be recorded on the student's transcript in any of the three following ways:
 - a. As independent study in an existing department;
 - b. As an IDS course specifically designated to cover contract curriculum programs;
 - c. As a course already in existence in the *Catalog*.

In the last instance, the student may arrange with the instructor to fulfill the objectives of the course on an individualized or independent basis. This

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crediting procedure is not an implicit recommendation that the Contract Curriculum be designed only as a realignment or novel juggling of existing courses. Rather, it is intended to provide a means for recording and assessing the student's effort and, at the same time, translate the student's program into terms meaningful to other institutions who evaluate Hope's transcripts. Provided the student thoroughly understands the risks involved, any or all of the credits may be recorded as Pass or Fail if the Contract Committee so agrees. However, a student under the Contract Curriculum may request conventional grades in some or all aspects of his program. The Chairman of the Faculty Contract Committee shall designate the faculty members (or others) who will assign grades for the student's permanent record.

7. The Faculty Contract Committee, having periodically evaluated the student's progress, will certify the fulfillment of the contract according to the terms proposed therein. Such certification might include written and oral examinations.
8. The period of the contract shall be no less than a semester in duration and may extend to the time of graduation. If the contract shall extend to the time of graduation, which could be as long as three years, the Faculty Contract Committee will have full power and responsibility to determine whether the student's work fulfills the requirements for the Bachelor's degree and whether the student has adequately reached the objectives to receive that degree.
9. Should a student decide to terminate his contract before the time of its fulfillment or at the end of any semester prior to graduation, the Faculty Contract Committee will have the final decision as to how many credit hours of work have been completed and where they shall be applied to the curriculum, after consulting with the chairman of the appropriate departments.
10. Faculty members volunteering to serve as mentors will be expected to do so as a part of their normal responsibilities. The faculty member will consult with his chairman and with his Divisional Dean on the matter of faculty work load.
11. Special contract applications, registration and credit evaluation forms shall be provided by the Registrar's Office. Students electing to follow the Contract Curriculum approach will be assessed a special non-refundable registration fee each semester they register under the contract program.
12. The Provost will publish each academic year a catalog in permanent format describing each contract proposal approved by the college. The catalog description for each contract shall also include the following:
 - a) a clear statement as to how the objectives in paragraph 4 above have been carried out;
 - b) the names of the mentor, Contract Committee and its chairman, and the student.

GENERAL ACADEMIC REGULATIONS

System of Grading

Each student receives a grade in his courses at the middle and at the close of the semester. The mid-semester grades, designed to give the student an indication of his progress, do not appear on a student's transcript.

The system of grades is as follows:

<i>Grade</i>	<i>Significance</i>	<i>Quality Points</i>
A	Superior	4.0 per sem. hr.
A-	Superior	3.7 per sem. hr.
B+	Good	3.3 per sem. hr.
B	Good	3.0 per sem. hr.
B-	Good	2.7 per sem. hr.
C+	Adequate	2.3 per sem. hr.
C	Adequate	2.0 per sem. hr.
C-	Adequate	1.7 per sem. hr.
D+	Weak but passing	1.3 per sem. hr.
D	Weak but passing	1.0 per sem. hr.
D-	Weak but passing	0.7 per sem. hr.
F	Failure	0.0 or nothing
P	Pass (Pass/Fail Option)	0.0 or nothing
I	Incomplete	
W	Withdrawal	
IP	In progress	

Quality points, the numerical equivalent of the letter grade, are used to determine the student's rank in class, academic honors, and academic warning, probation or suspension. By way of example, a student receiving an A, B, C, D, or F in a three-semester hour course earns 12, 9, 6, 3, or 0 quality points respectively. The number of earned quality points divided by the number of semester hours attempted (excluding "Pass" hours) establishes the quality point average (GPA) of a student. A quality (or grade) point average of 2.0 shall be required for graduation from Hope College.

Grade Reports

Grades are reported by the Registrar both at midterm and at the conclusion of the semester. Final grades become part of the official record of the student. Copies of both midterm and final grade reports are issued to the student. Midterm grade reports of freshmen and final grade reports of all students are sent to the student's parents or guardian. Those who do not wish grades to be sent to their parents or guardian should submit a written request to the Registrar.

Incompletes

An incomplete (I) is given only when unusual circumstances beyond the control of the student prevent giving a specific grade. The "I" grade must be removed within six weeks after the close of the session in which the incom-

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plete was given. If not removed within this time, the incomplete (I) becomes a failure (F). Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

Academic Honesty

The Hope community is bound together by certain mutual trusts. Regarding scholarly activity, the primary and binding trust is that all scholarship shall be conducted according to the highest standards of honesty and personal integrity. All members shall share the common responsibility for upholding this trust.

Cheating and plagiarism are the two most obvious violations of academic honesty. In brief, plagiarism is the borrowing of ideas, words, organization, etc., from another source or person, and claiming them as original. Any specific questions of a student regarding the nature and various forms of plagiarism should be discussed with individual faculty members.

If any member of the community takes part or acquiesces to any form of cheating, plagiarism, or other academic dishonesty, he clearly demonstrates his lack of personal integrity and his disregard for this mutual trust of the community.

Such activity can result in failure of a specific assignment, an entire course or, if flagrant, dismissal from the College.

Academic Standing

DEAN'S LIST: Full-time, degree-seeking students who have earned a semester grade point average of 3.5 are placed on the Dean's List. This list is compiled at the end of each semester. Notice of this award is sent to the student, to the student's parents or guardian, and to the student's hometown newspaper.

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PROBATION: The College requires that its degree students attain a minimum 2.0 cumulative grade point average for the awarding of the A.B. or B.Mus. degree. A student whose cumulative grade point average indicates that the accomplishment of the degree objective is in jeopardy is placed on academic probation. The following schedule applies:

0-32 sem. hrs.	— below 1.6	cum. gpa — probation
33-50 sem. hrs.	— below 1.7	cum. gpa — probation
51-65 sem. hrs.	— below 1.8	cum. gpa — probation
66-79 sem. hrs.	— below 1.9	cum. gpa — probation
80-95 sem. hrs.	— below 1.95	cum. gpa — probation
96 + sem. hrs.	— below 2.0	cum. gpa — probation

The student is informed by letter of his being placed on academic probation and a copy of this letter is sent to the student, the student's faculty advisor and to the student's parents or guardian.

ACADEMIC WARNING: Letters of academic warning are sent to all degree students whose semester grade point average for any particular semester falls below a 2.0.

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DISMISSAL: A student may be dismissed from the degree program for academic reasons if, in the judgment of the College, such action is felt to be in the best interest of the student. Such action is possible for a student if he has been on probation for two succeeding semesters, his cumulative grade point average is significantly below the guidelines above, and his academic record shows no trend toward the improvement of his grade point average. A letter informing the student of his dismissal is sent by the Provost and a copy of this letter is sent to the student's faculty advisor and to the student's parents or guardian. The decision to dismiss a student for academic reasons may be appealed, if done so within ten days of receipt of the letter from the Provost, to the Student Standing and Appeals Committee.

If a student is dismissed from the degree program for academic reasons, the earliest he may apply for readmission to the degree program is one academic year from the date of his dismissal. At the time of his application for readmission, the student must present convincing evidence of his ability and desire to complete Hope's degree program. Opportunity may be given the student to demonstrate this ability and desire to complete the degree program by allowing him to enroll at Hope as a non-degree student.

A student experiencing academic difficulty is encouraged to seek help from his faculty advisor or from the College's staff. The College desires to aid the student in every way possible to attain his degree objective. Questions relative to academic standing may be addressed to the Registrar.

Withdrawal from College

In order to assure himself of an honorable dismissal from college, a student withdrawing from college anytime during an academic term must obtain a withdrawal form from the Registrar's Office and have it signed by the Dean of Students, Students Account Office Manager, and the Registrar. No refunds will be given to a student until the above form is processed.

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Non-Returning Students

Students who withdraw from the college after completing the semester in which they are currently enrolled must notify the College. All financial refunds will be withheld until the student submits a Non-Returning Student Form. Forms may be obtained at the Academic Records Office in Van Raalte Hall.

Repeating a Course

No grade may be removed from the student's permanent record but if a student wishes to raise his mark in a course, he may repeat any course at Hope. In computing the student's cumulative grade point average, the original course mark will be replaced by the grade in the repeated course and the record of the original attempt will remain part of the student's record for information purposes only. If the course to be repeated is required for graduation or for a major, it should be repeated the next time the course is offered. A Hope College course may not be repeated for credit at another college or university.

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Change of Courses

Students are urged to study the course offerings carefully before registration so that their course program for a given semester need not be changed. The following limitations are placed on changing of courses:

ADDING AND DROPPING OF COURSES — Students may add and drop courses without academic penalty during the first week of classes. Drop/Add forms can be obtained in the Academic Records Office in Van Raalte Hall.

WITHDRAWAL FROM COURSES — A student may withdraw from a course after consultation with his instructor and counselor within the first ten (10) weeks of the semester. After the end of the first week in the semester, the notation "W" will appear on his record. Courses withdrawn from after the ten-week period will ordinarily be recorded as failures.

Pass/Fail Option

Each junior and senior, as a part of his regular quota of courses, is permitted to elect and designate in each semester one course for which he will be granted the usual academic credit but will have the grade of this course recorded on his permanent record as a "P" or an "F." This procedure has the following provisions:

1. A student must be enrolled as a full-time student (12 hours or more) in order to qualify for the pass-fail option.
2. The course designated must lie outside the student's major field. It may not be a required course, either by the Department of the student's major or by the College.
3. The student should perform the work, and otherwise fulfill all the regular requirements of the course to the satisfaction of the instructor — having done this, he will receive a "P" for pass, if not, an "F" for fail.
4. Any student wishing to elect a course under the pass-fail plan should complete the normal registration procedures and, within ten weeks following the completion of registration, should obtain a special pass-fail form from the Academic Records Office. The student will indicate the course which he wishes to elect on a pass-fail plan, have it approved by his academic advisor, who will be responsible for seeing that the course is not an all-college requirement. This form will then be returned to the Academic Records Office where change in designation of this single course from a grade to a pass-fail plan will be made. A student may not change a course either to or from a pass-fail designation at any time other than the period allowed for electing the pass-fail option.
5. The student will, during the semester, receive grades for his work in the course, but at the end, will receive on his record a "P" or an "F." Failures will be computed into the student's cumulative grade point average.
6. The Professor will not be informed of the student's election of the pass-fail grading system for his particular course, but this information will be available to the Professor at his request from the Registrar. The Professor will submit a letter grade for the student to the

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Academic Records Office where it will be translated to either the "P" or "F" designation.

7. Students seeking admission to some Graduate Schools and some Professional Schools should ascertain the maximum number of P-F courses which schools will accept.

Auditing a Course

Any student may register to take any Hope course on an audit, non-credit basis. Students who desire to audit a course must indicate their intent to the Registrar within the first two weeks of the semester. Changes from credit to audit and vice versa will not be allowed after the first two weeks of the semester have ended. The fee for courses taken on an audit basis is \$25 per semester hour.

Transfer Credit While Enrolled at Hope

A student currently enrolled at Hope College and wishing to transfer credit earned in a regular term or summer session at another accredited institution must have approval in advance for each course from the equivalent Hope College Department Chairman and the Hope College Registrar. Forms to insure the transferability of these courses are available in the Academic Records Office in Van Raalte Hall.

The credits for courses with grades of "C" or better will automatically transfer if advanced approval has been obtained. Credit in courses with grades of "C-" or below will transfer only if the student's cumulative grade point average at the institution issuing the credit is 2.0 or above.

Course number, course title, grade earned, credits awarded and the cumulative grade point average are posted on the student's permanent record; however, the grade point average is not computed with the Hope cumulative grade point average. Credit only toward the degree will be awarded.

If prior approval for courses taken at other institutions is not obtained, the College reserves the right to deny credit for any course taken at another institution. Responsibility for forwarding transcripts to the Hope College Registrar lies solely with the student.

Honors Independent Study or Research

Senior students with a cumulative grade point average of 3.0 or better may make application to their major departments to do an independent study or research project of exceptionally high quality. The project, depending upon its nature, may culminate in a meritorious report, essay, thesis, or public performance. Criteria for permission to pursue the project and criteria for the evaluation of the completed project will vary by department. If the department decides that the completed project warrants honors distinction, the course will be listed on the student's permanent record as Independent Study or Research-Honors. Interested, qualified students should make application to their respective departments prior to registration for the project.

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Student Load

The normal student load is sixteen hours per semester. Regularly enrolled students must carry a minimum of twelve semester hours of course work each semester to maintain full-time status. Veteran students under the G.I. Bill must carry a minimum of twelve hours to be considered a full-time student and to receive maximum benefits. Foreign students, in order to maintain their visa status, need to maintain a minimum load of twelve semester hours.

Permission to take more than a normal load is based upon the student's previous academic record. Seventeen hours may be granted by the advisor. Application for more than seventeen hours must be made to the Registrar. Under no circumstances will a student be permitted to take more than nineteen semester hours. Students carrying more than a normal load must pay a fee of \$40.00 for each semester hour in excess of sixteen.

A student's normal summer load is three or four hours in a three-week session and six or seven hours in a six-week session. Overloads must be approved by the Director of the Summer Session.

Classification of Classes — Eligibility

FRESHMAN — Less than 24 hours of credit

SOPHOMORE — Student must have 24-57 hours of credit

JUNIOR — Student must have 58-93 hours of credit

SENIOR — Student must have 94 hours of credit

Class Attendance

Since class attendance is regarded as an essential part of the educational process at Hope College, the student is expected to benefit by classroom discussions as well as by his daily text assignments. It is the student's responsibility to present an excuse to his instructor and request make-up privileges.

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Classwork missed while students are ill or away on faculty-approved business should be made up to the satisfaction of the instructor. Although make-up work will not in all cases remove the full adverse effect of the absence, a faculty member will cooperate with the student in his attempt to make up his loss when such absence is unavoidable. The degree of effect upon grades will vary with the nature and the amount of the work missed and must be measured according to the instructor's best judgment. In case of excessive absences, the instructor may refuse all credit for the course.

Appeals and Requests for Academic Waivers

A student may seek exemption from an academic regulation by appealing in writing to the Registrar. The student must secure the approval of his faculty advisor to waive an academic regulation. If the student's request is denied, he or she may further appeal the decision to the Student Standing and Appeals Committee for final disposition. Appeals must be submitted to the

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Chairman of Appeals Committee within ten days after notification of the decision.

If a student disputes a final course grade given by an instructor, the following procedure should be followed: 1) If the instructor is not a department chairman, the student may appeal to the Department Chairman, who will act as mediator. 2) If a chairman's final grade is in dispute, the senior member of his/her department shall act as the mediator. The instructor whose grade has been questioned has the final decision in the matter.

Correspondence Credit

Credit for correspondence work is accepted by Hope College provided that these courses are offered by an accredited institution or the United States Armed Forces Institute and are approximate equivalents to Hope College courses.

Credit by Examination While Enrolled at Hope

Credit by examination is available to currently enrolled Hope students through either the College-Level Examination Program (CLEP) or departmental examinations.

CLEP: Credit is awarded for most CLEP Subject Examinations; no credit is granted for the CLEP General Examinations. Credit is awarded for scores which meet the guidelines established by the College Entrance Examination Board in its national norming procedures (see table below). Where possible, the CLEP Subject Examinations are equated to existing Hope courses and the examinations can be used to partially fulfill general college requirements. The table below lists the available CLEP Subject Examinations, those acceptable for Hope credit, the minimum score needed for credit, the credit value of the examinations, and, where applicable, the Hope equivalent course.

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CLEP Test	Score For Credit	Sem. Hrs.	Hope Equivalent Course
Am. Gov't.	47	3	Poll. Sci. 101
Am. History	46	6	History 150, 151
Am. Lit.	46	6	None at this level
Analysis & Interp. of Lit.	49	6	English 249
Biology	49	6	Biology 101, 102 or 111, 112
Clinical Chemistry	No Credit	-	-----
Computer & Data Proc.	46	3	None/Elective Credit
Ed. Psych.	47	3	Education 220
Elem. Comp. Prog.	48	3	Math 180
English Comp.	No Credit	-	-----
English Lit.	46	6	None at this level
French - First Year	41	6	French 115
French - Second Year	53	6	French 215
Freshman English	No Credit	-	-----
General Chemistry	48	6	Chemistry 101, 102

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General Psychology	47	3	Psychology 100
Geology	49	6	Geology 101
German - First Year	40	6	German 111, 112
German - Second Year	48	6	German 211, 212
Hematology	No Credit	-	-----
Hist. Am. Ed.	46	3	None/Elective Credit
Human Growth & Devel.	47	3	Psychology 230
Immunohematology	No Credit	-	-----
Intro. Bus. Mgmt.	47	3	Bus. Ad. 351
Intro. Accounting	50	6	Bus. Ad. 221, 222
Intro. Bus. Law	51	3	Bus. Ad. 341
Intro. Macroecon.	48	3	Econ. 201
Intro. Microecon.	47	3	Econ. 201
Intro. Marketing	48	3	Bus. Ad. 331
Intro. Sociology	46	6	Sociology 101
Microbiology	48	3	Biology 301
Money & Banking	48	3	Bus. Ad. 460
Spanish - First Year	41	6	Spanish 111, 112
Spanish - Second Year	50	6	Spanish 211, 212
Statistics	49	3	Math 210
Tests & Measurements	46	3	None/Elective
Western Civilization	50	6	History 130, 131

Hope has been established as a CLEP Limited Test Center which makes it possible for currently enrolled and prospective students to take the CLEP examinations on campus. Although General Examinations are not given credit, the General Examinations are also available at the CLEP Test Center.

DEPARTMENTAL EXAMS: Where CLEP tests are not available or are not acceptable, departmentally prepared and administered examinations can be arranged.

Contact the Registrar to make such arrangements.

Credit by examination in either of the above programs has the following limitations:

1. Examination credit will be awarded only if the student has not previously registered for the course in question at Hope or in another institution.
2. None of the credit by examination programs approved by Hope may be used to make up failures or replace grades already earned.
3. Credits earned by examination will be listed on the student's record with the note that the credit was earned by examination. Grades and honor points will not be recorded. The credits, while counting toward graduation, will not be used in the computation of cumulative grade point averages.
4. Transfer students with examination credits will be required to submit test scores for all examination credit awarded at another institution.
5. In keeping with the senior residency requirement, the last entries on a student's permanent academic record must be credits earned in residence and can not be by examinations taken after a student's departure.
6. The maximum amount of credit by examination which can be applied

General Academic Regulations

toward the 126 hours required for graduation is 32 hours, 8 of which can be in the major area of concentration.

For further information about either the CLEP or departmental testing programs, contact the Registrar.

Sophomore Competency in Writing

Hope College is committed to high standards in writing. Every faculty member shares the responsibility to identify student writing problems and to make formal referrals to the Academic Skills Center for remedial work. When such a referral has been made, the student concerned is obligated to sit for a competency examination in writing administered by the Department of English. **NO MAJOR MAY BE DECLARED UNTIL THE COMPETENCY EXAMINATION HAS BEEN PASSED.** The examination will normally be taken in the second semester of the sophomore year.

Application for Degree

The College awards degrees in December (at the conclusion of the first semester), in May (at the conclusion of the second semester), and in July or August (at the conclusion of the final summer session). Degree candidates must inform the Registrar of their intention to graduate at the student's final registration with the College. Students completing degree requirements in the May Term, June Term, or Summer Session will be considered to be July/August graduates. All degree candidates for degree dates above are expected and encouraged to participate in the May commencement. Degrees are not awarded to those students who have incomplete (I) grades. A degree candidate whose record shows an incomplete (I) grade(s) at the time of his requested degree date will be moved to the next degree date.

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The record of a transfer student at the time of admission will be treated the same as that of a Hope College student for purposes of: A) Admittance and class standing (freshman-senior), B) Determining academic probation or good class standing, C) Determination of the satisfactory completion of required courses.

The grade point earned at Hope College is that which is provided the student upon graduation. For all ensuing official purposes, the record of the student shall be that which he obtains at Hope College.

Student Records: Statement of Policy

Records are kept in the various offices of the College in the interest of its students and alumni. To insure the student of the confidentiality of his/her record the College supports The Family Educational Rights and Privacy Act of 1974 with its subsequent legislation and regulations and has prepared a statement of policy on student records to demonstrate compliance with this act. This statement is available in the Registrar's Office.

Transcript of Academic Record

Transcripts of the student's academic record are available from the Registrar's Office. Currently enrolled students are assessed \$1.00 per copy for official transcripts bearing the signature of the Registrar and the seal of the College. Unofficial copies for student use are available at a nominal fee. For students who are not currently enrolled in the College the charge is \$2.00 per official transcript. Payment is due in advance. Transcripts will be withheld if the student has a past due account with the College.

In order to insure the confidentiality of its student records, transcripts will be released only upon the written request of the student.

Graduation Honors

Graduation honors will be conferred according to the following regulations:

The degree of Bachelor of Arts, Summa Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.87 quality points.

The degree of Bachelor of Arts, Magna Cum Laude, will be conferred upon such as have met all the requirements and attained an average grade of 3.6 quality points.

The degree of Bachelor of Arts, Cum Laude, will be conferred upon such as have met all the requirements and have attained an average of 3.3 quality points.

In no case will an honor degree be awarded to any student who has not taken at least two years of full time course work in residence at Hope.

ACADEMIC SESSIONS

The Regular Session

The majority of the curricular offerings are given in the two-semester regular session, beginning in August and ending in May. Classes are held Monday through Friday throughout the day, the first class beginning at 8:30 a.m. and the last (ninth) period ending at 5:20 p.m. The College calendar (inside front cover) gives the exact dates of this session. Some classes are offered in the evening. Consult the Registrar for a list of course offerings.

The basic program of offerings during the regular academic session is found in the next section under Course Descriptions. Several special programs are offered during the academic year, some on campus and some in affiliated colleges and universities.

May Term — June Term

Students may spend the last three weeks of May or the first three weeks of June by enrolling in one course for three hours credit. This concentrated approach allows for innovation in the nature of the course and the mode of instruction. A few of the College's regular and traditional courses are offered along with several novel courses that can only be approached in this manner. Some of the courses taught are off-campus or made up of one, two, or three-day-long field trips. College facilities are available for dining and housing. By enrolling in May Term, June Term, and the regular Summer Session, a student can accumulate nearly an entire semester's credit at Hope College. For further information about these sessions, contact the Registrar.

Regular Summer School

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Hope College offers a program of summer school study on its campus for Hope students and those from other colleges. The session extends for six weeks, the end of June to the beginning of August.

The courses are undergraduate credit courses which can be applied toward the A.B. degree at Hope or transferred to other universities or colleges. Students regularly enrolled at another college should secure advance permission from the Academic Dean of that college if they wish credit transfer for summer study taken at the Hope summer school. Veterans may apply for full privileges under the G.I. Bill. A few courses are acceptable at Michigan universities for graduate credit. Enrollment in the summer session does not assure admission as a degree candidate. Admission is flexible and open to high school seniors.

For full details on the regular summer course program, write to the Registrar.

Summer Seminars in Literature and Methods of Teaching English

In August the English Department offers one-week seminars in literature

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and in methods of teaching English. See English Department listings for information.

SPECIAL ACADEMIC PROGRAMS ON-CAMPUS STUDY OPPORTUNITIES

Programs for Talented Students

These programs, designed to challenge the student with unusual academic talent or background, include honors courses and honors sections in the freshman and sophomore years, and in the junior and senior years special courses and tutorial work that encourage the talented student to explore widely and independently and to think creatively. Furthermore, through credit by examination, students are able to avoid useless repetitive learning and are given opportunity to enter courses at the proper level in the fields in which they have achieved advanced standing.

Students in the underclass college honors sections are expected to explore more freely and broadly and to take more responsibility for learning than they are expected to do in the College required courses. Students enter the Honors sections upon invitation from the College. Invitation to enter the freshman courses is extended to students on the basis of high school grade records, test scores, and other available information indicating the student's achievement and potential.

To provide additional flexibility to the advanced course offerings designed for major students and to encourage independent study and research, nearly all departments that give majors offer a senior level course that is run in seminar fashion. These involve special readings in areas not covered by other more structured courses, or a research project and written thesis, or a combination of these two.

Completely individualized study, an upper-level tutorial, is open to superior students in the senior year.

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In several departments, notably biology, chemistry, geology, mathematics, physics, and psychology, opportunity is provided for talented upperclass majors to participate in summer research carried on by staff members. Students chosen take part in important research and under foundation research grants receive stipends for this work.

Students with excellent academic records and an interest in college teaching as a career may apply for entrance into the Michigan Scholars in College Teaching Program at the close of the sophomore year. Selected seniors in this program participate in a colloquium, "Explorations in College Teaching," and receive several scholarly privileges and opportunities that help them move toward this career.

The Presidential Scholars Program

The Presidential Scholars Program was established to give academically gifted students who also demonstrate strong leadership potential an opportunity to broaden their educational program while at Hope College.

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The students are invited into this program at the beginning of their freshman year. To continue to be designated as a Presidential Scholar, a student must maintain high scholastic standing. He or she is encouraged to participate in the seminar for freshman Presidential Scholars and in individual study programs as upper-classmen. In addition, the Presidential Scholars are invited to special sessions with faculty and distinguished campus guests and to participate in special forums and off-campus field trips.

The goal of this program is to create opportunities for intellectual exploration and to assist students in finding challenging educational roles.

The Presidential Scholars program is under the direction of the Provost of the College.

Upward Bound Program

Upward Bound is an educational program designed to assist 70-80 high school students from the Allegan-Ottawa Counties area. To be admitted, students must meet the low-income criterion established by the Federal Government and have the potential — even though their grades may not reflect it — to undertake a college education, for the main purpose of the program is to assist these students to successfully pursue a post-secondary education.

This year-round program consists of two phases:

1. Residential Summer Session

An intensive seven-week academic session offering two different programs:

- a. PASA Program

Includes students who have completed grades 9-11. Emphasizes the mastery of basic skills in mathematics, English, and science for students with deficiencies in those areas; however, advanced courses are available in the same areas for better prepared students. The above courses are complemented by electives in social sciences (sociology, psychology, communications, etc.), arts and crafts, photography, and modern languages. High school credit is granted. Approximately 50 students are admitted to this program.

- b. CLEAR Program

Designed for students who have completed 12th grade. Up to seven college credits may be earned by each student. English 113 (Expository Writing I) is required for all the students who may complement their schedule with any other course from the summer offerings at Hope College. An average of 25 students can be admitted to this program each year.

2. Academic Year Session

During the school year, students in grades 9-12 attend twice a week, three hours each night, evening classes in reading, writing, and math, as well as tutorial sessions. Saturday sessions are held every other week to foster the cultural and social development of the students along with their vocational education; speakers, study-tours, films, and group communication skills workshops are among the activities featured at these sessions. College placement assistance (admission to college and financial aid) is provided to all the 12th

Special Academic Sessions

grade students and their parents. Recreational activities are also part of the program.

Eligible students may participate at no cost; the Upward Bound Program is funded by the United States Office of Education, Hope College, and other local private sources.

OFF-CAMPUS STUDY OPPORTUNITIES

All off-campus programs, independent of length, subject matter, or location, fall into one of the following two categories:

1. Official Hope College Programs

Hope College exercises direct or indirect academic and administrative control over these programs. Students who participate in these programs are screened by the Off-Campus Programs Admissions Committee and they remain on the rolls of Hope College. It is the responsibility of the student to demonstrate to the Off-Campus Programs Admissions Committee that he has made prior arrangement with the campus administrator and/or the academic departments concerned for the awarding of credit. Once the student is off-campus, it is his continuing responsibility to communicate any program changes to the chairman of the department from which credit is expected. Students in these official programs continue to receive administrative support and will be regarded as regular Hope College students in all respects. They are entitled to retain financial aid and to have grades and credit earned recorded on the Hope College transcript.

2. Non-Official Programs

Students may, of course, enroll in other programs over which Hope College does not exercise administrative or academic control. In the case of foreign programs, the International Education Office is ready to provide information. It is important to note that students enrolling in one of these programs are, in practical terms, withdrawing from the College. This means that they do not need the permission of the Off-Campus Programs Admissions Committee in order to participate. However, they also lose the right to use Hope College financial aid awards and any credit earned will be treated as transfer credit. Students thinking about participation in one of these programs should consult their departmental advisor in order to determine whether or not transfer credit is likely to be accepted. Upon completion of such a program, students wishing to return to Hope College will need to apply for readmission.

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The programs described below and on the following pages are currently included in the first category of official programs.

DOMESTIC STUDY OPPORTUNITIES

Washington Semester Program

The Washington Semester Program enables superior students from all dis-

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ciplines to study in Washington, D.C., and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics, participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress, the executive branch, or with political interest groups, and prepare extensive research papers based upon their semester's work. For further information contact Professors Robert Elder and Jack Holmes.

Area and Language Programs at GLCA Member Colleges

Hope's membership in the Great Lakes Colleges Association enables Hope students to make arrangements for the study of a number of critical languages. Depending on individual programs, students may transfer for a quarter, semester, year, or longer to one of the member schools and still receive full credit towards graduation at Hope College. The following area and language programs are currently available: Chinese at Oberlin and Wabash, Japanese at Earlham, Arabic at Kenyon, Hindi at Wooster, and Portuguese at Antioch.

Hope is also a participant in the *Cooperative Undergraduate Program for Critical Languages*, jointly sponsored by Princeton University, The Carnegie Corporation of New York and the Ford Foundation. This program has been established to make available to undergraduates of other institutions the resources at Princeton University for instruction in the Arabic, Chinese, Japanese, Korean, Persian, Russian, and Turkish languages, and related regional studies in the social sciences and humanities. The normal pattern of study involves a year of work at Princeton (usually the junior year) and intensive summer language training courses before and after the year at Princeton. For further information regarding the courses available in the program, requirements for admission, and financial aid opportunities, please consult Professor H.P. Weller of the Department of Foreign Languages and Literatures.

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The Urban Semester in Philadelphia

The Great Lakes Colleges Association and Hope College sponsor jointly a program designed to give students an opportunity for direct participation in the social changes and challenges of the inner city. The program offers an experimental approach to education through involvement as well as a term in an urban setting. Students in the program are assigned to professionals engaged in improving the qualities of urban living. These people -- educators, religious leaders, community leaders, urban administrators -- help supervise student work on individual urban projects. The academic study carried on by students is directly related to the problems being experienced in the action projects. GLCA faculty in Philadelphia lead seminars and discussion groups, and direct independent study programs. Student teaching may be done in conjunction with the program. For further information, consult Professor Jack Orr.

Semester at the Chicago Metropolitan Center

The Chicago Metropolitan Center offers students a distinctive opportunity.

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to work in a large metropolitan city and to study problems and issues of metropolitan life in a fully accredited, supervised educational program. The staff of the Metropolitan Center consists of people who combine academic training and experience with years of living and working in the metropolitan environment. The result is an unusual concern for college students and the metropolitan city.

Up to 16 hours of academic credit can be earned through the program in a Work Internship, a Metropolitan Seminar, a Social Research Methods Seminar, and a Values Seminar. A large number of internships is available to students through the Chicago Metropolitan Center. Students with almost any major interest can find work placements that are suitable to their vocational plans. The range of possibilities covers art centers, banks, churches, drama groups, ecology labs, social work, practice teaching, physical therapy, library work, museums, zoos, urban renewal and planning, youth recreation, and x-ray technology. Work internships are supervised on the job and by Metropolitan Center staff members.

The Values Seminar fulfills the Hope College Senior Seminar requirement. All other courses are electives and do not fulfill core or departmental requirements unless special arrangements are made with specific departments (e.g. Education Department and practice teaching).

For further information, consult Professor Harry Boonstra.

The Arts Program in New York

The Great Lakes Colleges Association provides in its New York Arts Semester rich opportunities for the student seriously interested in art, music, dance, communications, English or theatre. The Program gives the student ready access to vast numbers of original works of art, to a variety of dramatic and musical events, and to special collections of research materials. Students participate, through apprenticeships or less formal means, in the milieu of the professional artist to better understand the intentions, the problems, and the means of the arts.

The more imaginative the student's research project, the more likely it is to engage the attention of those responsible for rare archival holdings. Those with special interest in turn-of-the-century architecture can, for example, profitably study carvings and architectural fragments being collected by the Anonymous Art Society as more and more of the City's brownstones are destroyed. Or a history or economics major working on the Depression can, for instance, utilize photographic documents of the era in the collection of the Museum of Modern Art. Interested students should consult Professor Stuart Sharp.

The Oak Ridge Science Semester

The Great Lakes Colleges Association sponsors this program which allows qualified majors in natural sciences, social sciences, mathematics, or computer science to spend one semester at one of the world's major research centers, Oak Ridge National Laboratory in Tennessee. The students spend 40 hours per week in research as an assistant to an Oak Ridge scientist, take one senior level course, and participate in an interdisciplinary seminar.

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The courses and the seminar are led by GLCA faculty. Each student receives sixteen hours of credit under Interdisciplinary Studies for participation in this program which provides an opportunity to work with outstanding scientists and sophisticated equipment on important energy-related research. For further information, consult Professor David Klein.

The Newberry Library Program in the Humanities

The Newberry Library Program in the Humanities enables students and faculty to tap the extraordinary rich resources of the Newberry Library in a semester-length fall seminar, several month-long seminars in winter and spring, and independent study at any time after December. The Newberry Library, founded in 1887, is a privately endowed research library located on Chicago's Near North side. Over one million volumes and six million manuscripts comprise its strong general collection of Western history and the humanities from the Middle Ages to the early twentieth century. Among its internationally renowned special collections are: American History and Literature, European History and Literature (especially the Renaissance), History of Cartography and Printing, History and Theory of Music, and Early Philology and Linguistics. Recent seminar topics have included: Individualism and Community; Studies in the Relationship of Self and Society, 1750-1900; Herman Melville; American Dissent from 1870 to Present; and History of Spain and Portugal. For further information, consult Professor William Cohen.

FOREIGN STUDY OPPORTUNITIES

As part of the overall program in International Education at Hope College, the International Education Office offers information and assistance to all students interested in study abroad. Opportunities to do so for a short term, a summer, a semester, or a full year are available in virtually every part of the globe. Detailed descriptions of various programs and application forms may be obtained from the International Education Office located in Voorhees Hall, or by writing to Dr. Paul G. Fried, Director of International Education, Hope College, Holland, Michigan 49423.

Programs in Europe

Austria	Vienna Summer School (Hope) Semester or Year in Vienna (IES ¹)
England	European Term in Comparative Urban Studies (GLCA)
France	Semester or Year in Nantes (IES) Summer, Semester or Year in Paris (IES)
Germany	Summer, Semester or Year in Freiburg (IES)
Great Britain	Junior Year in Aberdeen (GLCA ²) Junior Year in Durham (IES) Semester in London (IES) Semester in Southampton (Chemistry — Hope)

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Greece	May/June Term in Greece (Hope) College Year in Athens
Netherlands	Semester in Groningen (Chemistry — Hope) European Term in Comparative Urban Studies (GLCA)
Spain	Summer, Semester or Year in Madrid (IES)
Yugoslavia	Fall, Semester (GLCA/ACM3) European Term in Comparative Urban Studies (GLCA)

Programs in Non-European Areas

Africa	Fall and Winter in East or West Africa (GLCA)
Asia	Eight or twelve months at Waseda University, Tokyo (GLCA) Semester or Year in Hong Kong (GLCA/ACM)
India	Year in India (GLCA/ACM)
Latin America	Summer, Semester or Year in Bogota, Colombia (GLCA)

European Study Programs

THE HOPE COLLEGE VIENNA SUMMER SCHOOL

Established in 1956 as one of the first American programs in Austria the Hope College Vienna Summer School annually offers a regular summer session in Europe designed specifically to meet the needs of Hope College students, but open also to qualified applicants from other institutions. The Vienna Summer School offers students opportunity for new experiences in the various phases of the program.

Academic Work in Vienna: The academic program consists of two consecutive three-week sessions which offer a choice of work in Art, History, Literature and Music, taught in English, as well as courses in German language and literature, taught in German. European instructors in the program emphasize those aspects of their respective fields which can best be studied in the European location. Attendance at concerts, visits to museums, and field trips are included in the various course requirements.

In Vienna, Hope College utilizes the facilities of the Institute of European Studies with which the College is affiliated, but the academic program is under the complete and sole direction of Hope College. European professors who teach in the Vienna program are appointed to the Hope College faculty. Students receive Hope College transcripts and credits for work completed in Vienna.

Residence in Austrian Homes: While in Vienna students are housed with Austrian families, most of whom live in city apartments. Students have their noon meal together, but are given a weekly refund for their supper so they can explore different restaurants around the city. They are free to plan their

1 Institute of European Studies

2 Great Lakes Colleges Association

3 Associated Colleges of the Midwest

Special Academic Sessions

leisure time and to take weekend excursions to places like Salzburg, Budapest, Prague and Munich, all of which can easily be reached in a few hours from Vienna.

Independent Travel: Students are free to make their own transatlantic travel arrangements allowing them to include free time both before and after the academic sessions in Vienna.

SEMESTER AND YEAR PROGRAMS IN EUROPE

1. The affiliation between Hope College and the Institute of European Studies (IES) provides for preferred enrollment of qualified Hope College students in study centers which the Institute maintains in Austria, France, Germany, Great Britain and Spain. In Vienna, Paris, Nantes, Freiburg and Madrid, students may register either for a full year or a semester. Enrollment at the University of Durham in England is for the full year only, while the London program is for a semester only.
2. Under direct arrangements between the Hope College Chemistry Department and the Chemistry Departments of the University of Groningen in The Netherlands and the University of Southampton in England a limited number of exceptionally qualified Hope Chemistry students have been invited to spend one semester of their senior year at one of the two universities abroad where they have worked under the direct supervision of senior professors in their field.
3. In addition to the various study opportunities in non-European areas, the Great Lakes Colleges Association (GLCA) offers an academic year at the University of Aberdeen, Scotland as well as a fall semester program, European Term in Comparative Urban Studies, in England, The Netherlands and Yugoslavia. Both programs are administered by Antioch College.
4. The GLCA and the Associated Colleges of the Midwest (ACM) jointly sponsor a fall semester program at the University of Zagreb, Yugoslavia. The program is administered by the ACM.

SUMMER, SEMESTER, AND YEAR PROGRAMS IN NON-EUROPEAN AREAS

Membership in the Great Lakes Colleges Association makes available to Hope College students a variety of overseas study programs in Africa, Asia, Latin America and the Middle East. In each case one of the member schools serves as "agent" for the program abroad, but students from all twelve institutions are able to participate in any of the programs.

1. *Africa:* In East and West Africa Kalamazoo College arranges for programs lasting a quarter or longer in which the language of instruction is English.
2. *Asia:*
 - a. *Japan:* The Great Lakes Colleges Association and Waseda University in Tokyo have a cooperative arrangement whereby GLCA students may enroll in the International Division for an eight-month or a twelve-month program. A GLCA liaison secretary is in residence at Waseda University to assist students and a GLCA faculty member is program coordinator. Instruction in the program is in

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English, but study of Japanese is required during the student's stay in the Far East. Preceding the academic year a summer program is held involving approximately two weeks of U.S. orientation, four weeks of language study in Japan, and four weeks of work experience in rural Japan. Earlham College is the agent school for this program.

- b. *Hong Kong*: GLCA and The Associated Colleges of the Midwest (ACM) sponsor a program at the Chinese University in Hong Kong. Except for Mandarin language courses, instruction is in English. There is no Chinese language prerequisite. Students may elect to attend the fall or spring semester or the entire academic year, which extends from September through June.

- 3. *Latin America*: This flexible program, administered by Antioch College for the GLCA, is divided into three separate stages allowing students to participate in those which best accommodate them.

SUMMER SESSION AT BOGOTA, COLOMBIA, is especially designed (a) to provide basic intensive language instruction for students who have only high school Spanish or as little as one semester of college Spanish, (b) to provide additional courses for students having more Spanish background but who can stay no longer than a summer in Latin America, and (c) to develop some basic skills, knowledge and insights for participating in Latin American culture.

FALL TERM IN BOGOTA, COLOMBIA, is a special program for American students who have either completed the summer session in Bogota or who have already had two semesters of college Spanish in the United States. Other students who for some reason can spend only this quarter in Colombia may also apply. The program is especially designed to prepare American students to participate successfully along with Colombian students in the spring term in Bogota.

SPRING TERM IN BOGOTA, COLOMBIA, is for American students who have sufficient Spanish to compete with Colombian students in regular university classes in humanities and social sciences at Universidad de los Andes and social sciences at the Universidad de los Andes in Bogota. The Spanish background may have been obtained in the U.S., in the summer session in Bogota, or in the fall term in Bogota of the Latin America Program.

During all of these stages students live with Colombian families. The total cost for the program, including transportation, is slightly higher than tuition, room, and board for an equal length of time on the Hope campus.

NON-ACADEMIC PROGRAMS ABROAD

In addition to the materials on college-credit programs in all parts of the world the Hope College International Education Office also provides information on work, travel and residence opportunities abroad for students who are primarily interested in adding an international dimension to their experiences through a summer of living or working in a different cultural environment.

Special Academic Sessions

Among those recommended are summer work camps abroad, programs of the Experiment in International Living and the Operation Crossroads Africa project. Though some of these programs are less expensive than foreign study opportunities in which students can earn academic credits, there is almost no way in which students can expect to earn enough to pay for this type of overseas program.

A program designed particularly for students in the sciences is administered by the International Association for the exchange of students for Technical Experience (IAESTE) which places American students in short-term trainee positions in twenty or more countries. AIESEC is a similar type program, designed to serve the needs of students in the field of Economics and Business Administration.

Further information on any of the foreign study programs may be obtained from the Hope College Office of International Education located in Voorhees Hall.

ACCREDITATION

Hope College is accredited by the North Central Association of Colleges and Schools, the National Council for Accreditation of Teacher Education, the American Chemical Society, the National Association of Schools of Art, and the National Association of Schools of Music.

Course Number Guide

The course offerings at Hope College can be classified into three main divisions: lower division (100-299); upper division (300-699); and graduate division (700-899).

Competency levels are reflected in the first digit and are established as follows:

- 000-099 — No credit courses
- 100-199 — Freshman competency level
- 200-299 — Sophomore competency level
- 300-399 — Junior competency level
- 400-699 — Senior competency level
- 700-899 — Graduate level

In most departments, the second digit is used as a subdiscipline grouping. In all departments, the middle digit "9" refers to honors, seminars, or independent study courses.

The third digit designates either semester sequence (odd — 1st semester; even — 2nd semester) or course sequence.

GLOSSARY OF TERMS

CREDIT HOURS — The number of hours a course meets each week determines its worth in credit hours. Courses usually run 2, 3, or 4 credit hours a semester, which means classes meet two or three times a week. Since each credit hour of class work requires a minimum of two hours of preparation out of class, two or three hours of laboratory work, requiring no outside preparation, are generally equivalent to one class credit hour.

COMPOSITE MAJOR: A combination of several major disciplines especially arranged for students possessing particular educational and vocational goals.

MAJOR — An area of concentration in one particular subject in which the student earns a fairly large amount of required credit hours.

MINOR — The fulfillment of a specified number of credit hours in fields of study related to the student's minor. Particularly applicable to those students concerned with teacher certification but all students may declare minor programs which will become part of the student's record.

PREREQUISITE: The course(s) a student must have taken before he can take the course in question.

SEMESTER: The College year is divided into two semesters: a fall semester beginning in August and a spring semester beginning in January.

SEMESTER HOURS: Semester hours are credit hours. A student must complete 126 credit hours at a point average of 2.00 to be eligible for a degree and the hours must be in the required and elected courses.

ART

MR. WILSON, CHAIRMAN; MR. MAYER, MR. McCOMBS, MR. MICHEL, MR. VICKERS.

Course offerings in the Department of Art are structured in form, content and sequence to provide a foundation in the fine arts for both pre-professionally oriented student and the liberal arts student. The curriculum affords opportunities for study and research in the visual arts through studio practice and art history. The Department of Art is accredited by the National Association of Schools of Art.

The Department of Art faculty are teaching and research oriented artists and art historians.

The Department of Art offers studio and art history assistantships to qualified upper classmen.

Students majoring in art at Hope College participate in a wide variety of activities:

- contacts with visiting artists and lecturers of national importance
- field trips to museums such as those in Chicago, Detroit and Toledo.
- exhibition experience in the College Gallery.
- entrance in competitive shows.
- varied contacts with other college art departments

Graduates of this department have gone into the following areas:

- graduate work in studio and art history
- teaching in elementary, secondary and college levels
- graphic design in industry
- furniture design in industry
- art gallery management

118 ART MAJOR: Students who have completed 42 hours of college credit, including nine hours of art, may make application for the major in art. The application must be accompanied by a presentation of the student's work, in either studio or art history areas, depending upon the proposed major concentration.

A major consists of at least 36 credit hours of art in either of the following two programs:

A. Art major — studio concentration

The studio major consists of a broad selection of studio courses, including Art 103, 104, 111 or 171, 121, 131 and 141. The studio major is also required to have a concentration (at least 9 hours) in either painting, printmaking, drawing, sculpture or ceramics. In addition to the above studio courses, the student is required to take Art History Survey I and II (Art 161 and 162) and two additional courses in art history. Art 365 and 369 are strongly recommended. A major with a studio concentration must present a comprehensive portfolio and an exhibition of his work at the end of his senior year. Prior to acceptance as a major, students are to submit a portfolio and have a faculty critique of their work. All studio majors are required to have a faculty review of

their work in their Junior year and in their Senior year. The expected ratio of the studio students' clock hour involvement, in class and/or outside of class, to each credit hour is: 3 clock hours of work to one credit hour.

B. Art major — art history concentration

Majors with an area of concentration in art history must fulfill course work in art to be divided as follows: 24 hours in art history, including Art 161 and 162; 6 hours of directed studies undertaken in a special problem area leading toward a Senior Art History paper; 6 hours in studio to be taken from the 100 level (Art 201 may be included). If graduate work is contemplated, a reading knowledge of two foreign languages is recommended.

A major in art is expected to take related course work in such areas as history, literature, music and theatre. Art students are expected to visit museum collections and special exhibitions regularly. If at all possible, foreign study and travel are strongly recommended during the student's stay at Hope.

The History of Art

161. ART HISTORY SURVEY I — This is an introductory survey, emphasizing Western Art from Greece to the Renaissance. Selected critical approaches such as formal analysis, iconography, theories of style, will be investigated in a general chronological format. Major goals are: an awareness of ideas and cultural values embodied in art; a heightened ability to view the individual work of art; an understanding of the evolution of the important historical styles of the West. No prerequisites.

THREE HOURS

WILSON, VICKERS BOTH SEMESTERS

162. ART HISTORY SURVEY II — This is an introductory survey emphasizing Western art from the Renaissance to the present. Critical approaches and major goals are similar to those considered in Art 161. No prerequisites.

THREE HOURS

WILSON, VICKERS BOTH SEMESTERS

295. SPECIAL STUDIES — Studies and research in areas of art history or studio not covered in regular courses listings. Course topics to be announced. Prerequisite: permission of professor.

THREE HOURS

STAFF BOTH SEMESTERS

119

360. ANCIENT ART — A study of the development of the arts from the early Mediterranean cultures to late antiquity. Pre-historic, Near Eastern, Egyptian, Aegean, Greek, Etruscan and Roman art and architecture will be surveyed with special attention to Greece and Rome. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

361. MEDIEVAL ART — A study of the development of the arts and architecture of the Early Christian, Byzantine, Islamic, Barbarian, Carolingian, Ottonian, Romanesque and Gothic periods. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

362. RENAISSANCE ART — A study of the art and architecture of the 14th, 15th and 16th centuries in northern and southern Europe. No prerequisites.

THREE HOURS

VICKERS ALTERNATE YEARS

Art

363. BAROQUE AND ROCOCO ART — A study of the features of the art and architecture of Europe in the 17th and 18th centuries. Special focus is placed on the Dutch Baroque tradition. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

364. MODERN ARCHITECTURE — The development of modern architectural forms in the nineteenth and twentieth centuries. Emphasis is given to evolution in Europe and the United States. No prerequisite.

THREE HOURS

WILSON ALTERNATE YEARS

365. MODERN PAINTING AND SCULPTURE — This course undertakes a selective treatment of an important and popular subject: 19th and 20th century tendencies in European art up to WW II. Consideration will be given to aspects of Romanticism, Realism, Impressionism, Post-Impressionism, Symbolist and Fantasy art of the turn of the century, Fauvism, Expressionism, Cubism, Dada and Surrealism. No prerequisites. Studio majors are strongly advised to take this course early in their art program.

THREE HOURS

WILSON FALL SEMESTER

366. AMERICAN ART — The history and development of the painting and sculpture of America from the seventeenth to the twentieth century. Special emphasis is given to historical, sociological, and cultural factors which have influenced the character and development of American art forms. No prerequisites.

THREE HOURS

WILSON ALTERNATE YEARS

367. NON-WESTERN ART — A brief survey of the Arts of India, China and Japan. No prerequisites.

THREE HOURS

STAFF ALTERNATE YEARS

368. AFRICAN TRIBAL ART — A survey of the major art producing tribes of sub-Saharan West Africa. No prerequisites.

THREE HOURS

VICKERS ALTERNATE YEARS

120 **369. CONTEMPORARY ART MOVEMENTS (1960-PRESENT)** — A course in the development of current movements involving research and readings in Pop Art, Minimal Art, Op Art, Kinetic Art, Happenings, Earthworks and Conceptual Art, with specific references to Dadaism, Surrealism and Abstract Expressionism. No prerequisites. Studio majors are strongly advised to take this course early in their art program.

THREE HOURS

MAYER SPRING SEMESTER

Studio Courses in Art

101. INTRODUCTION TO MATERIALS AND METHODS IN ART — The development of the basic techniques and procedures in painting, drawing, sculpture and graphics. Attention is also given to historical developments of composition and method. Non-majors only. This course is strongly recommended for the education major.

THREE HOURS

McCOMBS EITHER SEMESTER

103. PAINTING I — A study of the elements of design through applied problems in painting. The course investigates two-dimensional design concepts and is also a useful preparation for Art 111 and 171.

THREE HOURS

MICHEL, VICKERS BOTH SEMESTERS

104. SCULPTURE I — A study of the elements of design through applied three-dimensional problems in sculpture. The course investigates three-dimensional design concepts.

THREE HOURS

MAYER BOTH SEMESTERS

111. PRINTMAKING I — A study of the techniques and procedures involved in using certain graphic media, such as etching, drypoint, and woodcut. No prerequisites.

THREE HOURS

McCOMBS BOTH SEMESTERS

121. PAINTING II — Experimentation with various painting media, such as oil, watercolor and acrylic, leading to the development of painting skills. Students work in a variety of concepts. Prerequisites: Art 103.

THREE HOURS

MICHEL, VICKERS BOTH SEMESTERS

131. SCULPTURE II — An exploration of various sculpture materials and processes including metal brazing, wood construction, assemblage, direct plaster and clay modeling from the life model. Prerequisites: Art 104.

THREE HOURS

MAYER BOTH SEMESTERS

141. DRAWING I — A study of various drawing media and techniques such as pencil, pen and ink, charcoal and wash. The course investigates a variety of drawing approaches including the study of the structure and movements of the human figure.

THREE HOURS

MICHEL, McCOMBS, VICKERS BOTH SEMESTERS

151. CERAMICS I — Introduction to pottery; coil and slab construction, wheel forming, glazing and kiln operation are explored. No prerequisites.

THREE HOURS

MAYER BOTH SEMESTERS

171. SILK SCREEN I — A study of the techniques, procedures, and aesthetics of silk screen as a print making media. No prerequisites.

THREE HOURS

MICHEL FALL SEMESTER

201. FUNDAMENTALS OF PHOTOGRAPHIC ART — Using the camera as a visual instrument, this course examines the still-photographic medium as an expressive art form through the creation and critical study of black and white photographic form, structure and content. Camera required. No prerequisites.

THREE HOURS

McCOMBS BOTH SEMESTERS

301. DEVELOPING VISUAL AWARENESS — Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisites.

THREE HOURS

STAFF WHEN FEASIBLE

311. PRINTMAKING II — Continuation of Art 111. May be repeated for credit with permission of the instructor. Prerequisite: Art 111.

THREE HOURS

McCOMBS BOTH SEMESTERS

321. PAINTING III — Continuation of Art 121. May be repeated for credit with permission of the instructor. Individual development is encouraged. Prerequisite: Art 121.

THREE HOURS

MICHEL BOTH SEMESTERS

Art

331. SCULPTURE III — Individual experimentation in all sculptural media including oxyacetylene and arc welding and bronze casting, and modeling from the life model. May be repeated for credit with permission of instructor. Prerequisite: Art 131.

THREE HOURS

MAYER BOTH SEMESTERS

340. ART FOR ELEMENTARY EDUCATION STUDENTS — The purpose of this course is to aid students in elementary education in developing a practical knowledge of art and exploring basic art principles and problems through creative studio work. Same as Education 340. No prerequisites.

TWO HOURS

STAFF EITHER SEMESTER

341. DRAWING II — Continuation of Art 141. Experimentation in a wide variety of media is encouraged. May be repeated for credit with permission of the instructor. Prerequisite: Art 141.

THREE HOURS

MICHEL, MCCOMBS, VICKERS BOTH SEMESTERS

351. CERAMICS II — Continuation of Art 151; including work in both sculptural and utilitarian directions, elementary chemistry of glazes, and oxidation and reduction firing techniques. May be repeated for credit with permission of the instructor. Prerequisite: Art 151.

THREE HOURS

MAYER BOTH SEMESTERS

371. SILK SCREEN II — Continuation of Art 171. May be repeated for credit by permission of the instructor. The student develops the aesthetic possibilities of the silk screen media including photographic processes. Prerequisite: Art 171.

THREE HOURS

MICHEL FALL SEMESTER

389. GLCA ARTS PROGRAM — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

SIXTEEN HOURS (MAXIMUM)

EITHER SEMESTER

490. SPECIAL PROBLEMS IN STUDIO — Independent study for advanced students who can benefit by an additional semester of specialized work in applied art. Under special circumstances this course may be repeated for credit, subject to approval by the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

491. INDEPENDENT STUDY IN ART HISTORY — Independent study for advanced students with considerable background in art history, and who wish to study a particular aspect of the discipline. Independent research is emphasized. Under special circumstances, the course may be repeated for credit, subject to the approval of the chairman of the department. Prerequisite: advanced standing and permission of the instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

BIOLOGY

MR. GREIJ, CHAIRMAN; MRS. BLACKWELL, MR. BLANKESPOOR, MR. BRADY, MR. CRONKITE, MR. GENTILE, MR. RIECK, MR. SCHUBERT, MR. VAN FAASEN.

The Department of Biology offers programs which prepare students for a variety of careers. Post-graduate activities frequently selected by our majors are graduate schools, medical and dental schools, other health care professions, industrial research positions, and secondary teaching.

In addition to the regular curriculum, students are encouraged to participate in research programs with our faculty. Stipends are usually available to give selected students an opportunity to pursue full-time research projects during the summer. A total of 46 papers co-authored by students have been presented or published during the past five years. Examples of current research projects that involve students are:

- breeding biology of the Common Gallinule
- development of therapeutic systems for heavy-metal poisoning
- prey capturing behavior in spiders
- host-parasite relationships of trematodes
- biosystematics and development of slime molds
- genetics of membrane function
- environmental mutagenesis and carcinogenesis

Qualified students have the opportunity to spend a semester doing research and taking courses at the Oak Ridge National Laboratory in Tennessee.

Studies in environmental health science are offered for students who wish to pursue advanced degrees or employment in fields of environmental toxicology and industrial hygiene. For specific details regarding these programs students are encouraged to contact Dr. Jack Schubert.

BIOLOGY MAJOR: Most careers in biology require training in the physical sciences but the amount of such training is variable. It is essential, therefore, that students planning to major in biology talk to the chairman or a biology advisor to discuss their particular needs. This should be done as soon as the major is planned.

The minimum requirement for a biology major is 25 hours of biology and one year of chemistry. Biology majors must take Biol. 111 and 112 and at least one course from each of three areas: A) Molecular-Physiological; B) Zoological; and C) Botanical. Courses that will fill the area requirement are: A) Biol. 301, 348, 355, 356 and 442; B) Biol. 232, 234, 351, 353 and 372; and C) Biol. 242, 243, 295A and 343. Biol. 111 and 112 should be taken in the freshmen year if possible. The preferable chemistry sequence for the minimum requirement is Chem. 111, 113, 114 and 121. Chem. 101 and 102 will satisfy the chemistry requirement for some, but these are terminal courses and do not prepare a student to take additional chemistry. Students planning to attend graduate, medical, or dental schools; or to pursue other biology careers that require rigorous training, should take Math 135, 136, Physics 121, 122, 141,

Biology

and 142, and Chem. 111, 113, 114, 121, 221, 231, 255, and 256. Biochemistry, statistics, and computer programming are desirable for many biological careers.

NON-SCIENCE MAJORS: The Department of Biology offers several courses that are designed primarily for students who wish to satisfy the college science requirement with biology.

Courses designed primarily for non-science majors:

100. GENERAL BIOLOGY — A human-oriented course in which principles of life and man's position in and relationship to the world are the main focus. Three lectures and one 2-hour laboratory per week.

FOUR HOURS

STAFF BOTH SEMESTERS

217. PRINCIPLES OF HEREDITY — This course considers the mechanisms of inheritance of genetic traits. Emphasis is on Mendelian and human genetics. Two lectures per week.

TWO HOURS

BRADY SPRING SEMESTER

218. HUMAN ECOLOGY — This course focuses on man and his environment. Basic ecological principles, environmental problems, and human populations and resources will be examined. Two lectures per week.

TWO HOURS

GREIJ FALL SEMESTER

218A. HUMAN ECOLOGY — DISCUSSION/LABORATORY — An optional discussion/laboratory designed to give students an opportunity to discuss environmental topics, to work on projects, and to become familiar with some environmental laboratory techniques. One 2-hour period per week. Prerequisite: Biology 218 or can be taken concurrently. Pass-Fail only.

ONE HOUR

GREIJ FALL SEMESTER

124 245. BIOLOGY AND PHYSICS FOR ELEMENTARY TEACHERS — A course designed to introduce prospective elementary teachers to the physical and biological science appropriate to elementary education. The physics topics include scientific method, descriptive astronomy, mechanics and electricity. The biology portion will include selected topics and the identification, natural history, and handling of common plants and animals in the laboratory and field. Four lectures and one 2-hour laboratory per week. Prerequisite: none.

FIVE HOURS

STAFF FALL SEMESTER

Courses designed for science majors:

111. PRINCIPLES OF BIOLOGY I — An introductory course emphasizing molecular biology, cell structure and function, genetics and vertebrate physiology.

FOUR HOURS

STAFF FALL SEMESTER

112. PRINCIPLES OF BIOLOGY II — An introductory course emphasizing animal diversity; plant structure, function, and diversity; and ecology.

FOUR HOURS

STAFF SPRING SEMESTER

232. COMPARATIVE ANATOMY OF VERTEBRATES — A selected series of vertebrate types is studied. Two lectures and two 3-hour laboratory periods per week. Prerequisite: Biology 112.

FOUR HOURS

RIECK FALL SEMESTER

234. INVERTEBRATE ZOOLOGY — The biology of selected invertebrate animals will be studied with emphasis upon their ecology, systematics, and behavior. Laboratory includes field studies of local invertebrates. Two lectures and two 3-hour laboratories per week. Prerequisite: Biology 112.

FOUR HOURS

BRADY SPRING SEMESTER

242. MORPHOLOGY OF NON-VASCULAR PLANTS — An introduction to the structure and function of non-vascular plant groups including selected prokaryotic forms, protists, fungi, algae, mosses and liverworts. Adaptations of these organisms for life in their varied habitats will be emphasized. In addition the generally overlooked importance of these organisms to man's agriculture and health will be covered. Alternate years 1980-81.

THREE HOURS

BLACKWELL FALL SEMESTER

243. MORPHOLOGY OF VASCULAR PLANTS — An introduction to the structure and function of vascular plant groups including vascular cryptogams, ferns, gymnosperms, and angiosperms. Alternate years, 1980-81.

THREE HOURS

BLACKWELL SPRING SEMESTER

290. INDEPENDENT STUDY IN BIOLOGY — A special course to allow students to study an area of biology not included in the regular curriculum or an in-depth study of a selected biological topic.

ONE, TWO, or THREE HOURS

STAFF BOTH SEMESTERS

295. STUDIES IN BIOLOGY — A lecture, laboratory or seminar class in a special topic of biology.

295A. PLANT ANATOMY — A study of plant cells and tissues. Students also learn techniques involved in preparing microscope slides. Prerequisite: Biology 112.

THREE HOURS

VAN FAASEN SPRING SEMESTER

301. GENERAL MICROBIOLOGY — Selected viruses, bacteria, fungi, and algae will be used to introduce microbial techniques. Special emphasis will be given to physiology, genetic systems, and pathogenicity. Three lectures and one 3-hour laboratory per week. Prerequisites: Biology 111, 112.

FOUR HOURS

GENTILE SPRING SEMESTER

315. PRINCIPLES OF ECOLOGY — The basic concepts of the interrelation of living organisms and their environment are studied. Three lecture periods and one 3-hour laboratory per week. Prerequisite: Biology 111, 112.

FOUR HOURS

GREIJ FALL SEMESTER

343. VASCULAR PLANT SYSTEMATICS — A study of selected families of vascular plants; and includes their biology and evolutionary relationships, and principles of plant classification. Two 3-hour periods per week include lecture, laboratory, and field work. Prerequisite: Biology 112.

THREE HOURS

VAN FAASEN FALL SEMESTER

Biology

348. CELL PHYSIOLOGY — A study of cell biology at the molecular level. Topics covered include: structure and function of cell organelles, exchange of materials across the cell membrane, control of enzyme activity and biosynthesis, mechanisms of metabolic interconversions and energy conversions, response to radiations, and current concepts in the regulation of cell growth and differentiation. Three lectures and one 3-hour laboratory per week. Prerequisites: one year of Biology and Chemistry 221 or permission of instructor.

FOUR HOURS

CRONKITE

FALL SEMESTER

351. ORNITHOLOGY — An introductory study of the identification, classification, natural history, and adaptations of birds. Three lectures and two 2-hour laboratories per week. Prerequisite: Biology 112.

FOUR HOURS

GREIJ

SPRING SEMESTER

353. HISTOLOGY — The structure of the cell and its modifications into various tissues. Two lectures and one 3-hour laboratory period per week. Prerequisite: Biology 112.

THREE HOURS

RIECK

SPRING SEMESTER

355. EMBRYOLOGY — A study of the processes involved in the development of animal embryos, including regeneration and metamorphosis. The course integrates the descriptive, comparative and molecular approaches to the study of development. Three lectures and two 3-hour laboratories per week. Prerequisites: Biology 111, 112, one year of chemistry, or permission of instructor.

FIVE HOURS

CRONKITE

SPRING SEMESTER

356. GENETICS — A course presenting the fundamentals of genetics in relation to general biological problems. Three lectures and one 3-hour laboratory per week. Prerequisite: One year of Biology, or permission of instructor.

THREE HOURS

GENTILE

FALL SEMESTER

372. BIOLOGY OF ANIMAL PARASITES — An introduction to identification, classification, structure, life cycles, pathogenicity and adaptations of animal parasites, especially those affecting man and domestic animals. Two lectures and two 3-hour laboratories per week. Prerequisite: One year of Biology.

FOUR HOURS

BLANKESPOOR

FALL SEMESTER

380. FIELD STUDIES IN BIOLOGY — A concentrated study of a variety of organisms in their natural habitats. Normally requires camping trips as long as two weeks in duration. In addition study projects and/or papers will be expected. May be repeated for a maximum of 6 hours credit. Prerequisite: Permission of instructor.

VARIABLE CREDIT 1-3 HOURS

STAFF

MAY SESSION

385. ENVIRONMENTAL GENETIC TOXICOLOGY — This course deals with the biological consequences to humans of the chemical contamination of the environment. Topics cover principles and practices of toxicology and mutagenicity of a variety of chemicals such as drugs, heavy metals, pesticides and food additives.

THREE HOURS

STAFF

FALL SEMESTER

421. EVOLUTIONARY BIOLOGY — A study of current theories concerning the process of evolution and its mechanisms including population genetics, population ecology, systematics, and behavior. Three lectures per week. Prerequisite: One year of biology.

THREE HOURS

BRADY

FALL SEMESTER

440. FUNDAMENTALS OF THE HUMAN NERVOUS SYSTEM — A concentrated study of the morphology of the human central nervous system especially as it relates to functional disorders. Prerequisites: At least one animal biology course plus permission of the instructor. Alternate years, 1979-80.

THREE HOURS

RIECK SPRING SEMESTER

442. MAMMALIAN PHYSIOLOGY — A study of the various organ systems of mammals (e.g. nervous, cardiovascular, digestive, excretory, endocrine, digestive) with particular emphasis on their integration to maintain homeostasis under different physiological conditions. Three lectures and two 3-hour laboratories per week. Prerequisites: One year of Biology and Chemistry 221.

FIVE HOURS

STAFF SPRING SEMESTER

490. INDEPENDENT RESEARCH IN BIOLOGY — This course is designed to give students majoring in biology a chance to do research in a field in which they have a special interest. Upon formal application and permission by the head of the department.

CREDIT BY ARRANGEMENT

STAFF BOTH SEMESTERS

BIOLOGY SEMINARS -- A program designed to give the biology students and faculty an opportunity to participate in seminars on special topics in biology or areas of current research. Most of the speakers are biologists from area colleges and universities. Not for credit.

BIOLOGY LABORATORY ASSISTANT — Qualified students are invited to apply for laboratory assistant positions. Selection will be made by the department. Not for credit. Assistants receive an hourly wage.

CHEMISTRY

MR. WILLIAMS, CHAIRMAN; MR. BOYER, MR. BRINK, MR. DOYLE, MR. FRIEDRICH, MR. JEKEL, MR. KLEIN, MR. MUNGALL, MR. SHUBERT, MR. SEYMOUR, MR. WETTACK.

The Department of Chemistry has long been noted for the excellence of its preparation of students. A 1971 study published in *Chemical Technology* ranks Hope College third among leading liberal arts institutions in the nation in terms of the origins of eminent chemists. In a recent independent survey of the baccalaureate origins of Ph.D. chemists, Hope College is listed second highest among this nation's undergraduate institutions. Hope College was one of only fourteen colleges and universities to recently receive a grant award from the Dreyfus Foundation in their "Innovations in Education in Chemistry" program. The fine facilities and many opportunities for student involvement in chemical research along with excellent student-faculty rapport are responsible for this outstanding record.

In addition to the grants to support student-faculty research and to develop Hope's outstanding laboratories, the National Science Foundation has awarded the college grants to support undergraduate research for fourteen of the past 15 years. Nearly forty students participate each academic year in research programs in the Chemistry Department. During the past five years students at Hope College have co-authored more than sixty scientific publications and papers presented at scientific meetings. Some examples of current student-faculty research in the department include:

- neurochemical aspects of α -hydroxyfatty acids
- metalloprotein nitrosyl formation and reactions
- determination of acidic pollutants in rain
- distribution and composition of PCBs in lake sediments
- formation and reactions of dinitrogen compounds
- laser optical studies of new excited states in organic molecules
- leaching and transport of metals in natural waters
- chemistry of phosphoramidates
- energy storage and dissipation in organic molecules
- stereoselective labilization of cobalt (III) complexes

The Chemistry Department houses a vast array of modern instrumentation for student use in chemical analyses. Students are prepared for expanding technological and scientific advancements through the operation of advanced systems such as our computer-interfaced nuclear magnetic resonance spectrometer and microprocessor-controlled high pressure liquid chromatographs. Chemistry laboratory courses culminating in Chemical Instrumentation (Chemistry 452) offer detailed instruction in the design, operation, and uses of modern chemical instrumentation.

Thirty-two chemistry majors graduated this past year; each had the opportunity to design a program to meet his or her specific career needs. Students considering industrial chemistry or graduate school generally fulfill the requirements for an American Chemical Society approved major, while those

who intend to enter medical or dental schools or plan a career in secondary school teaching may design their major according to their specific goals.

MAJOR: The minimum requirement for a chemistry major at Hope College is twenty-five semester hours (excluding Chemistry 101, 102, 105, and 245). In addition to Chemistry 111, 121, 221, 231, and six credit hours of laboratory courses in chemistry, two of the following three courses are required of all majors: Chemistry 321, 322 or 343. Chemistry majors at Hope College are urged to complete a sequence of lecture courses that provides a fundamental understanding of the diverse areas of chemistry: 111, 121, 221, 231, 311, 321, 322, 343, and either 314 or 344 as determined by the student's career goals; recommended chemistry laboratory courses are separately listed and include 113, 114, 255, 256, 345, and 346. All chemistry majors are required to complete the one year General Physics sequence. Students planning to specialize in chemistry in graduate school or wishing to obtain a position in industrial chemistry should fulfill the major requirements approved by the American Chemical Society. These include the lecture courses Chemistry 111, 121, 221, 231, 321, 322, 343, 344, and at least two of the following advanced courses: 314, 421, 422, and 452. Laboratory courses required for the American Chemical Society approved major include Chemistry 113, 114, 255, 256, 345, 346 and at least one of the following: 315, 452, and 490. Chemistry 452 may not be taken to fulfill both advanced lecture and laboratory requirements. Certain advanced courses in other scientific disciplines may be substituted for an advanced course in chemistry. The student should consult the chairman of the Department of Chemistry regarding such courses.

To qualify as an ACS approved major a student is also required to take the three semester Calculus sequence and Differential Equations. Additional courses in mathematics and physics are highly recommended; such as Physics 241, 242, 270, 341, Mathematics 240, 273 and courses in statistics and computer science. Dependent on the student's background in Mathematics, Physics 121 should be taken concurrently with Chemistry 111 in the freshman year or taken no later than the first semester of the student's sophomore year. A one-year competency in a foreign language (usually German) is recommended for a chemistry major, provided the student fulfills the Hope College language requirement.

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Pre-medical, pre-dental and pre-veterinary students are advised to take the following courses in Chemistry: 111, 113, 114, 121, 221, 231, 255, 256, and 311. To qualify for a chemistry major, health profession oriented students must meet the department's minimum requirements. These students design their chemistry major according to the specific requirements of their intended profession. Suggested courses for medicine are given on page 282.

Students who wish to major in chemistry for teaching in secondary school must complete the 30 hour certification requirement. Courses should include Chemistry 321, 322, 343 and additional advanced-level chemistry courses. Chemistry 105 may also count toward the 30 hour requirement.

Chemistry majors who wish to pursue graduate work in biochemistry and biochemistry-related fields should take courses for the ACS approved major including Chemistry 311, 314, and 315.

Chemistry

Students interested in chemical engineering should consult with the chairman of the Department of Chemistry or the pre-engineering advisor early in their undergraduate program. Several cooperative programs with engineering schools are available. See page 281 for further details.

Students who are interested in combined science fields such as chemical physics and geochemistry are advised to consult with the chairpersons of the respective departments to determine the requirements and opportunities for careers in these areas.

A composite geochemistry program is described on page 283. Studies in Environmental Health Science are offered for students who wish to pursue advanced degrees or employment in fields of environmental health; for specific details regarding these programs, students are encouraged to contact Dr. Jack Schubert, Professor of Environmental Health Sciences.

101. GENERAL CHEMISTRY — For a non-science major, elementary education major, and pre-nursing student, or any student who elects chemistry as part of his science requirement at Hope College. The course aims at developing an understanding of the fundamental principles and theories of chemistry. It is not open to science majors or students planning on medicine or dentistry. Classroom, three hours per week; laboratory, three hours per week.

FOUR HOURS

SEYMOUR

FALL SEMESTER

102. GENERAL CHEMISTRY — Introductory organic chemistry and biochemistry are emphasized. Prerequisite: Chemistry 101 or equivalent.

FOUR HOURS

WILLIAMS

SPRING SEMESTER

105. MOLECULES AND MEN — This course for non-science majors is intended to provide an understanding of the nature and scope of chemistry today and in the future. It treats the development of chemical technology and the accompanying benefits and problems. Emphasis will be placed on specific aspects of chemistry as they affect mankind, including pollution, drugs, consumer products, and nuclear chemistry. This course does not apply towards advanced work in chemistry. Lecture, two hours per week. No previous course in chemistry is required.

TWO HOURS

BOYER, SEYMOUR

SPRING SEMESTER

111. GENERAL CHEMISTRY — First course in chemistry for all students who wish to major in science. Topics include stoichiometry, states of matter, periodicity, inorganic reactions, atomic structure, chemical bonding, geometry of molecules, chemistry of non-metals, solutions, chemical kinetics, chemical equilibrium and electrochemistry. Three lectures per week.

THREE HOURS

FRIEDRICH, JEKEL, KLEIN

FALL SEMESTER

113. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY I — An introduction to techniques and laboratory procedures in preparing compounds and in performing qualitative analyses. Introductory quantitative titrimetric and gravimetric procedures will be included. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 111.

ONE HOUR

STAFF

FALL SEMESTER

114. LABORATORY OF GENERAL AND ANALYTICAL CHEMISTRY II — A continuation of Chemistry 113 including qualitative and quantitative measurements with special emphasis on the use of pH meters and visible spectrophotometers to study composition and properties. Laboratory, three hours per week including time for discussion of experiments. Co-requisite: Chemistry 121. Prerequisite: Chemistry 113.
ONE HOUR **STAFF** **SPRING SEMESTER**

121. GENERAL CHEMISTRY AND SPECTROSCOPY — The first portion of the course consists of a continuation of the basic principles of chemistry including chemical energy, acids and bases, and ionic equilibria with an emphasis on inorganic reactions and the chemistry of the metals. The second portion focuses on the basic principles of spectroscopy and molecular structure. Lecture, three hours per week. Prerequisite: Chemistry 111.
THREE HOURS **JEKEL, KLEIN, WETTACK** **SPRING SEMESTER**

221. ORGANIC CHEMISTRY I — Introduction to the basic principles of organic chemistry through studies of the structures and reactions of carbon compounds. The determination of structure by spectral means as well as mechanistic treatments of aliphatic and aromatic chemistry are stressed. Lecture, 3 hours per week. Prerequisite: Chemistry 121.
THREE HOURS **DOYLE** **FALL SEMESTER**

231. ORGANIC CHEMISTRY II — Continuation of Chemistry 221 with emphasis on construction of complex molecules, including those found in biological systems. Prerequisites: Chemistry 221 and 255.
THREE HOURS **STAFF** **SPRING SEMESTER**

246. CHEMISTRY AND BIOLOGY FOR ELEMENTARY TEACHERS — A course designed to introduce the prospective elementary school teacher to the biological and chemical sciences appropriate to elementary education. Topics include concepts of chemical reactions and the biological, physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Same as Biology 246. Lecture, 4 hours; laboratory 2 hours. Prerequisites: None.
FIVE HOURS **BRINK** **SPRING SEMESTER** 131

255. ORGANIC CHEMISTRY LABORATORY I — The laboratory stresses modern techniques for analyses of organic compounds and studies of the mechanisms of organic reactions. Infrared spectral analyses and chromatographic separations are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisite: Chemistry 121.
TWO HOURS **BOYER, DOYLE, MUNGALL** **FALL SEMESTER**

256. ORGANIC CHEMISTRY LABORATORY II — A continuation of Chemistry 255 with emphasis on use of the chemical literature in organic syntheses. Nuclear magnetic resonance spectroscopy and mass spectroscopy are introduced. Laboratory, 5 hours per week; discussion session, 1 hour per week. Prerequisites: Chemistry 221 and 255.
TWO HOURS **STAFF** **SPRING SEMESTER**

Chemistry

295. STUDIES IN CHEMISTRY — A lecture and/or laboratory course in a chemical area of current interest. During the 1978-79 academic year this course selection included Environmental Chemistry.

THREE HOURS

STAFF ANY SEMESTER

311. BIOCHEMISTRY I — The biochemistry of proteins, carbohydrates, lipids, enzymes, coenzymes, and nucleic acids are discussed together with the important metabolic pathways. Prerequisite: Chemistry 231.

THREE HOURS

BOYER FALL SEMESTER

314. BIOCHEMISTRY II — The course is a continuation of Chemistry 311 with emphases on biosynthetic pathways, regulatory processes and transfer of genetic information. Special topics will include neurochemistry, immunochemistry, and the biochemical basis of metabolic disorders. Lecture, three hours per week. Prerequisite: Chemistry 311.

THREE HOURS

BOYER SPRING SEMESTER

315. BIOCHEMISTRY LABORATORY — General biochemistry experiments including characterization of amino acids, carbohydrates and lipids, *N*-terminal analysis of proteins, and spectrophotometric enzyme assays. Techniques include gas chromatography, gel filtration, thin-layer chromatography, centrifugation, electrophoresis and spectrophotometry. Laboratory, 3 hours per week. Prerequisite: Chemistry 311.

ONE HOUR

BOYER SPRING SEMESTER

321. ANALYTICAL CHEMISTRY — Lecture topics will include statistics and sampling, chemical equilibrium and electrochemistry as applicable to analysis, and an introduction to modern instrumentation. Laboratory experiments will include the total analytical process as applied to real samples, and will include taking representative samples, chemical workup, wet and instrumental quantitation, and data handling. Lecture, 2 hours; laboratory 6 hours per week. Prerequisites: Chemistry 114, 121 and Physics 122.

FOUR HOURS

SEYMOUR, KLEIN FALL SEMESTER

132 **322. INORGANIC CHEMISTRY** — A detailed examination of covalent and ionic inorganic substances, Lewis acid-base concepts, thermodynamic aspects, coordination chemistry, chemistry of metals and nonmetals, inorganic aspects of aqueous and nonaqueous solvents. Lecture, 2 hours per week. Prerequisite: Chemistry 221.

TWO HOURS

WILLIAMS SPRING SEMESTER

343. PHYSICAL CHEMISTRY I — Emphasis is placed on a study of the thermal properties of matter. The way in which temperature, pressure, volume and chemical composition determine the state of chemical equilibrium and the rate at which equilibrium is attained are studied. An understanding of these effects in terms of molecular behavior is stressed. Lecture, 3 hours per week. Prerequisites or co-requisites: Chemistry 121, Mathematics 235 and Physics 122.

THREE HOURS

BRINK FALL SEMESTER

344. PHYSICAL CHEMISTRY II — The quantum description of matter will be investigated with particular emphasis on the theoretical concepts and the implications of those concepts for chemical systems. Lecture, 3 hours per week. Prerequisites or co-requisites: Chemistry 221, Mathematics 235, Mathematics 270 (strongly suggested), and Physics 122.

THREE HOURS

FRIEDRICH SPRING SEMESTER

345. PHYSICAL CHEMISTRY LABORATORY I — An introduction to modern laboratory techniques used in physical chemistry. The work stresses the use of instrumentation, spectroscopic methods and vacuum techniques in obtaining accurate data from chemical systems. Co-requisite: Chemistry 343.
ONE HOUR **FRIEDRICH FALL SEMESTER**

346. PHYSICAL CHEMISTRY LABORATORY II — A continuation of Chemistry 345. Prerequisites: Chemistry 343 and 345.
ONE HOUR **BRINK SPRING SEMESTER**

421. STRUCTURE, DYNAMICS, AND SYNTHESIS I — An integrated discussion of advanced topics in physical, organic, and inorganic chemistry. Topics will include stereochemistry, chemical kinetics, inorganic and organic chemistry kinetics and mechanism, and advanced topics in inorganic chemistry. Prerequisite: Chemistry 231, 322, and 343.
THREE HOURS **JEKEL FALL SEMESTER**

422. STRUCTURE, DYNAMICS AND SYNTHESIS II — A continuation of Chemistry 421. Lectures will cover organometallic chemistry, organic syntheses, chemical dynamics, and symmetry in molecular quantum theories and applications. Prerequisite: Chemistry 231, 321, and 344.
THREE HOURS **FRIEDRICH, KLEIN SPRING SEMESTER**

452. CHEMICAL INSTRUMENTATION — Introduction to selected electrochemical and spectral measurements and techniques useful in chemistry, and to the general principles that guide present rapid developments in chemical instrumentation. Topics will include instrumentation, electrochemical methods, optical and X-ray emission spectroscopy, mass spectroscopy, and nuclear magnetic resonance spectroscopy. Lecture, 2 hours; laboratory, 3 hours per week. Prerequisite: Chemistry 231, 321, and 345.
FOUR HOURS **KLEIN, SEYMOUR SPRING SEMESTER**

490. INDEPENDENT RESEARCH IN CHEMISTRY — For chemistry majors. Course provides opportunity to do research in a field in which students have special interests. By special permission of the chairman of the department.
ONE, TWO or THREE HOURS **STAFF FALL SEMESTER**

495. THE PROCESS OF DISCOVERY — An indepth examination of the processes of conception, acceptance, and impact of discoveries in chemistry through the experiences of three well-known innovative scientists. The invited scientists will speak about and lead discussions on their own involvement with chemical discovery, on how such discoveries are made, and on how these discoveries have made an impact on science and society. Prerequisite: Junior-year standing in chemistry or permission of instructor.
THREE HOURS **WILLIAMS MAY TERM**

700. RECENT ADVANCES IN CHEMISTRY — Stresses recent developments and modern techniques in various areas of chemistry. For local area chemists. Course not open to undergraduate students at Hope College.
SIX HOURS (MAXIMUM) **STAFF**

Chemistry

ASSISTING IN CHEMISTRY LABORATORY — Upon the recommendation of the chemistry faculty, a limited number of students who have done meritorious work are invited to serve as laboratory assistants. No credit or honor points will be given toward graduation.

CHEMISTRY SEMINAR — A weekly series of seminars given by guest lecturers from academic institutions, industry, and government. Lecture topics include research activities and current special topics in all areas of chemistry. The guest lecturers are also available for discussions concerning graduate education as well as career opportunities for chemistry majors. No credit or honor points will be given toward graduation.

TEACHING OF SCIENCE — See Education 331 (page 159).

COMMUNICATION

MR. MAC DONIELS, CHAIRMAN; MISS DRUM, MR. NIELSEN, MR. ORR.

The Department of Communication provides a student with a broad understanding of human communication. The department emphasizes interpersonal communication skills; speech communication, organizational communication, and communication via the mass media.

In addition to mastering their discipline, students majoring in communication have engaged in a number of educationally enhancing activities, such as:

- participating in speech training activities
- developing public information materials
- working on radio and television productions both on campus and in local stations
- assisting in the teaching of underclass courses
- serving on local newspaper staffs

The program in communication encourages students to see the relationship between theory and practice. Many of the courses utilize performance laboratories to enable students not only to see the nature and importance of particular communication behaviors but to develop skill in performing those behaviors as well.

Through the use of professionally supervised internships, most communication students are able to test their knowledge and skill in "on the job" experience. This program offers valuable experience and professional recommendations which are of important help in finding suitable employment after graduation.

Communication majors at Hope very often link their academic program with other disciplines on campus, particularly business and economics, religion, sociology, and theater.

Recent graduates in the Department of Communication are in professional programs or careers such as:

- teachers
- human resource development specialist at a large manufacturing firm
- communication specialist at a large corporation
- graduate of MBA program in organizational administration
- attorney
- seminary student
- pastor of a Midwest congregation
- marketing services officer for architectural firm
- reporter for Midwest newspaper
- news director for New England radio station
- production staff of network media

The offerings of the Department of Communication strive to satisfy three major areas of student interest:

Communication

LIBERAL ARTS — Students at Hope College, during their four years of undergraduate training, are urged to investigate numerous disciplines. Communication 101 (The Communication Process) is the Department of Communication's course designed for such investigation and can partially satisfy a student's Social Science requirement. This course is essential to a student's total development, because it emphasizes human interaction through communication.

PROFESSIONAL PLANS — Many students will find courses in the Department of Communication helpful in preparation for their future work in numerous fields, such as business, law, the ministry, government, education, public service, theater, broadcasting, closed circuit television, public relations, etc.

COMMUNICATION MAJOR — The General Criteria for declaring the communication major includes: completion of minimally two communication courses; and classroom exposure to at least two communication faculty members. Students interested in majoring in Communication may develop a program tailored to their needs and interests. The student's departmental advisor will assist in the construction of a program. A communication major must complete a minimum of 30 hours in Communication. Particular courses in Business, Education, English, History, Political Science, Psychology, Sociology and Theater, depending on a student's goal, may be recommended.

Communication majors should take Communication 101 before enrolling in other courses in the department. Other courses required of majors are: Communication 151 (Introduction to Mass Communication) and Communication 221 (Group Discussion and Conference Leadership) or Communication 230 (Organizational Communication and Behavior). Typically, communication majors will take either Communication 401 (Communication Theory) or Communication 465 (Twentieth Century Rhetorical Criticism) and be placed in an internship (Communication 395) late in their junior year or during the senior year.

- 136 Communication majors who are pursuing a teaching certificate should participate in debate and minimally one individual forensic activity during their college career. It is recommended that students in elementary education selecting communication as partial fulfillment of the language arts composite major seek advice from the Department of Communication before making course selections.

DEPARTMENTAL SERVICES — For those students who recognize they require special attention in development of communication skills, a number of skill laboratory programs are available. (See Communication 200.) Various skill laboratory sections may be offered during the academic year both within and outside the credit program. These sections, particularly those offered for non-credit, may begin at any time during the semester and need not follow the regular course schedule. Student requests for assistance should be directed to the department chairman.

101. THE COMMUNICATION PROCESS — An introductory course, exploring the nature of the communication process, its elements and their functionings, conditions of success and points of potential breakdown. Consideration is given to various com-

Communication

munication models, meaning and how it is transferred, and ways of measuring success in communication. The course may be taken in partial fulfillment of The College's Social Science requirement.

THREE HOURS

STAFF EACH SEMESTER

110. COMMUNICATION IN INTERPERSONAL RELATIONS — A systematic analysis of the process of communication in the development and maintenance of interpersonal relationships. The developing and ongoing interpersonal relations of members of the class will be considered through theories of interpersonal communication. Prerequisite: Comm. 101.

THREE HOURS

DRUM, MAC DONIELS EACH SEMESTER

140. PUBLIC SPEAKING — A course following the classical outline of public speaking, with emphasis on invention, arrangement style, memory and delivery. Stress is placed upon the modes of delivery, with special emphasis on extempore speaking. Speech composition is studied in some detail.

THREE HOURS

ORR, DRUM EACH SEMESTER

151. INTRODUCTION TO MASS COMMUNICATION — An analysis of the forms and purposes of mass communication. The course focuses on the organization, structure, management and unique characteristics of the broadcast, print and film media.

THREE HOURS

NIELSEN EACH SEMESTER

200. COMMUNICATION SKILLS LABORATORY — Various sections offering intensive performance activities intended to develop a variety of personal communication skills.

Communication Improvement Lab — intended for the student with difficulty in vocal production patterns. Focus will be on problems of rhythm, voice and articulation.

Communication Confidence Lab — intended for the student who experiences covert or overt anxiety in formal and informal communication situations. Focus will be on the reduction of the anxiety having negative effect on the student's ability to communicate efficiently and effectively.

Individual Skills Lab — intended for students wishing to improve communication skills such as developing, organizing, and presenting ideas clearly. Focus will be on individual coaching by the instructor with opportunities to practice skills with lab group.

Interpersonal Skills Lab — intended for students who have communication problems which interfere with the development of supportive human relationships. Students who have difficulty establishing and maintaining mutually satisfying personal relationships would benefit from this lab. The focus will be on the development of a positive self-image, interpersonal listening skills, the recognition and reporting of personal feelings, assertive communication skills, and skills in managing interpersonal conflict.

Group Participation Lab — intended for the student seeking to improve skills in effective interaction in the group setting. Focus will be on the reduction of anxiety related to group interaction and skills of effective discussion.

Presentational Skills Lab — intended for the student seeking to improve skills in public speaking situations. Focus will be on confidence when pre-

Communication

senting to an audience, organization of content, delivery of message, effective asking and answering of questions.

Interviewing Skills Lab — intended for the student seeking to improve skills in one-to-one interview situations of various types. Focus will be on the planning, structuring and interaction variables in the interview setting. A variety of different types of interview will be considered.

Listening Skills Lab — intended for the student seeking to improve attention, discrimination and retention of orally presented material. Focus will be on practice of various skills related to listening.

ZERO to TWO HOURS **DRUM** **VARIOUS SECTIONS EACH SEMESTER**
OFFERED AS EITHER CURRICULAR OR EXTRA-CURRICULAR ACTIVITIES

221. GROUP DISCUSSION AND CONFERENCE LEADERSHIP — An investigation of the principles and methods of discussion and conference leadership. The course emphasizes reflective thinking, leadership, group cohesiveness and the practical application of discussion forms. Prerequisites: Communication 101 or permission of instructor.

THREE HOURS **MAC DONIELS** **SPRING SEMESTER**

230. ORGANIZATIONAL COMMUNICATION AND BEHAVIOR — An analysis of the inter-relationship between communication and organization. The role and influence of communication in organizations and of organization(s) on communication behavior receives primary emphasis. Theoretical and pragmatic perspectives of communication systems, message economy and efficacy and communication barriers will receive attention.

THREE HOURS **MAC DONIELS** **FALL SEMESTER**

251. BEGINNING MEDIA PRODUCTION — Investigation, participation and criticism of the production process in Radio and Television Broadcasting (Commercial, Educational and Instructional). This course is a first taste of the process of communication by the electronic media, designed to be relevant for those utilizing sound and picture for professional purposes as well as for those interested in media as an adjunct to other interest areas.

THREE HOURS **NIELSEN** **EACH SEMESTER**

255. JOURNALISM I — A study of the methods of gathering and evaluating news and re-writing and editing journalistic copy. The course emphasizes journalistic writing and its influence in contemporary society. Prerequisites: English 113 recommended only.

THREE HOURS **STAFF** **FIRST SEMESTER**

258. FILM COMPOSITION — A basic study of the practice of film making as a documentary, journalistic and expressive art. Individual and class projects in the writing, planning, photography, and editing of motion pictures will familiarize the student with the process of film production. Equipment is provided. (Laboratory fee.)

THREE HOURS **NIELSEN** **SUMMER SESSION**

260. ANALYSIS OF CONTEMPORARY RHETORIC: ARGUMENTATION — An analysis of the principles of argumentation. The course focuses on logical methods of inquiry in the analysis of issues, development of arguments and construction of messages related to contemporary problems in society. Prerequisites: Philosophy 201 and Communication 101 suggested.

THREE HOURS **DRUM** **FALL SEMESTER**

Communication

295. STUDIES IN COMMUNICATION — A lecture or seminar class in a special topic of the discipline offered at the sophomore level.
ONE, TWO or THREE HOURS **STAFF** **ANY SEMESTER**

332. MARKETING COMMUNICATION — Theories and practices of advertising, sales management, promotion and public relations as they relate to overall marketing program. Findings in communications theory: policy and strategy.
THREE HOURS **STAFF** **SPRING SEMESTER**

350. ISSUES IN MASS MEDIA — An examination of the relative effects of the several communication media on society. Study focuses on the relevant controversies surrounding the print and broadcast media, the formation of individual attitudes and public opinion and the research evidence reflecting the degree of media influence. Students will engage in individual research projects. Prerequisites: Two prior courses in mass communication or permission of instructor.
THREE HOURS **NIELSEN** **FALL SEMESTER**

352. ADVANCED MEDIA PRODUCTION. — Advanced experiences in the area of television production, broadcast, closed-circuit instructional and cable. Focus will be on the creation of media formats in the student's interest area, techniques of television program direction and analysis and critique of current commercial and educational programming forms. Emphasis is given to the importance of viable content development prior to integration with media communication processes. Class members will produce programming for MOSAIC television series. Prerequisite: Communication 251 or permission of instructor.
THREE HOURS **NIELSEN** **SPRING SEMESTER**

356. JOURNALISM II — An advanced course in special principles and applications of Journalism. Advanced reporting criticism and reviews, treatment of copy, news sources and news suppression, total production stages, and journalistic ethics are emphasized. Prerequisites: Communication 255 or equivalent.
THREE HOURS **STAFF** **SPRING SEMESTER** 139

357. BROADCAST NEWS AND PUBLIC AFFAIRS — Investigation and evaluation of the news and information function of the broadcast mass media. The course will also involve student participation in the news process, producing Hope College's THURSDAY JOURNAL for Cablevision 12. Purpose is to make the student aware of the process by which they receive views of the world from the media and to establish a sensitivity to the potential impact of that process on news, information, education and instruction.
THREE HOURS **NIELSEN** **SPRING SEMESTER**

360. ANALYSIS OF CONTEMPORARY RHETORIC: PERSUASION — Attention to the problems, methods and ethics of social influence through communication. Emphasis is placed on psychological principles of attitude change, interpersonal perception, and audience analysis useful in the analysis and development of persuasive strategies. Consideration is given the influence of context — face-to-face and mediated settings — on persuasive impact.
THREE HOURS **ORR** **SPRING SEMESTER**

Communication

388. THE TEACHING OF SPEECH-COMMUNICATION — An explanation of the materials, methods and procedures essential in planning, structuring, and conducting curricular and co-curricular speech-communication activities in the school. Emphasis is focused on text evaluation, innovative classroom methods, assignment preparation and evaluative criteria. Same as Education 388. Offered alternate years, 1980-81. Prerequisites: A major or minor in communication.

TWO HOURS

DRUM FIRST SEMESTER

395. COMMUNICATION INTERNSHIP — Student interns are assigned to organizations, agencies or communication media industries to observe, assist, assume regular duties, or engage in special projects under the supervision of skilled professionals. Students are generally not paid and are expected to maintain approximately thirty hours of placement for each hour of credit.

ONE, TWO or THREE HOURS (may be repeated up to six hours)

MAC DONIELS MAY AND JUNE TERM

401. COMMUNICATION THEORY — A survey, analysis, and criticism of contemporary theories and models of human communication with an emphasis on both interpersonal and mass communication theories and models. A dual theoretical perspective will be utilized embracing behavioral as well as phenomenological points of view. Prerequisites: Communication 101 or permission of instructor.

FOUR HOURS

ORR SPRING SEMESTER

465. TWENTIETH CENTURY RHETORICAL CRITICISM — Exposure to various systems of rhetorical criticism useful in determining the effectiveness of a rhetorical act or campaign. Several theories of criticism are examined — neo-Aristotelian, Burkean, etc. — and applications are made to contemporary instances of communication. Applications focus on contemporary political rhetoric, rhetoric of education and rhetoric of popular culture. Prerequisites: Communication 260 and Communication 360 recommended.

THREE HOURS

STAFF SPRING SEMESTER

490. INDEPENDENT STUDIES IN COMMUNICATION — A program permitting the advanced student in Communication an opportunity to broaden his perspectives or intensify his study in a communication area of his unique interest. Eligibility requirements for the program are: senior standing (or approval), approved topic area, written proposal following format prescribed by department and presented at time of registration to chairman and instructor, and final departmental approval of proposal. Prerequisites: approval.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

495. ADVANCED STUDIES IN COMMUNICATION — A lecture or seminar or intern program in a special topic of the discipline offered for majors in the department.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

COMPUTER SCIENCE

MR. DERSHEM, CHAIRMAN; MR. BROCKMEIER, MR. LELAND, MR. WATSON, MR. WHITTLE

Computer science is a young and rapidly developing discipline. In recognition of this fact, the Department of Computer Science is committed to providing the student with a program which includes the basic fundamentals of the field and which allows him the flexibility to pursue in depth many of the diverse areas into which computer science is expanding. In addition, computer science interrelates heavily with other disciplines both in its application and its construction. It is the belief of the Department that this interrelation can best be emphasized by the establishment of direct links with these other fields such as joint sharing of faculty and programs and by exposing computer science students to the fundamental core of knowledge in closely related disciplines.

COMPUTER RESOURCES — The computing facilities at Hope College give the student an opportunity to obtain a rich variety of experiences. The Hope College Xerox Sigma 6 computer supports a simultaneous batch and time-sharing operation. Some of the software features available on this system are:

1. Higher level computer languages such as Fortran, BASIC, APL, COBOL, SNOBOL, LISP, ALGOL.
2. Simulation packages SL-1, GPDS, CIRC-DC, CIRC-AC, CIRC-TR.
3. Data management systems EDMS and MANAGE.
4. Statistical, scientific, plotting, and file and text editing packages.
5. Simulator and cross-assembler for the INTEL 8080 microcomputer.

The peripheral equipment attached to the computer includes magnetic tape, 150 Megabytes of on-line disk storage, a CAL-COMP plotter, TTY and CRT terminals, a high speed printer, a card reader, and a card punch.

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Opportunities to use and apply minicomputers and microcomputers exist, as well as instruction in modern computer and interface circuitry. The Chemistry Department has a Nuclear Data minicomputer used for data analysis and experimental control. The Physics Department has several microcomputers used for process control. A Tektronics 4051 graphics computer system is available for use by the students and faculty.

THE COMPUTING EMPHASIS PROGRAM — For those students who wish to major in another area but concentrate on the use of the computer for solving problems in that area, the computing emphasis programs are available. One such formal program exists and is described under the listing of the Mathematics Department. A student majoring in any area may enhance his major program by supplementing it with appropriate computer science experiences. Such a computing emphasis program can be arranged by consulting with a member of the computer science faculty and the student's major advisor.

Computer Science

THE COMPUTER SCIENCE MAJOR — The department offers a major program which emphasizes applications and experiences in computer science and allows the student the flexibility to design a program suitable for his interests and goals. Each student's major program, designed by the student and two departmental advisors, includes a core of computer science courses, a strong component of courses in some field to which the computer can be applied, an internship experience, and a semester of independent study and research under the supervision of a member of the Hope College faculty. By following an appropriate major program a student could prepare himself/herself for many computer science careers including applications programming, systems programming, systems analysis, computer design, process control, operations research or computer center management.

COMPUTER SCIENCE MAJOR REQUIREMENTS — A major in computer science consists of a minimum of 30 hours including Computer Science 280, 282, 381, 383, 490, and 491. Any other computer science courses and Physics 241, 242 may be taken to complete this 30 hour requirement. In addition, a strong component of courses in an area of application of computer science must be completed. This component is designed by the student and his departmental advisors.

100. COMPUTER SCIENCE FOR LIBERAL ARTS STUDENTS — This course is intended for those students wishing to gain an awareness of computers and their role in society. The course will include modules in introduction to Problem Solving, Social implications and either General Applications or Computer Programming with BASIC. Those students who seek to develop general skills in computer programming should enroll in C.S. 120. Students who have previously completed an introductory computing course may not enroll in C.S. 100.

TWO HOURS

STAFF

120. INTRODUCTION TO COMPUTER SCIENCE — This course is presented in modular form. A student takes three lecture modules and three laboratory modules for three hours credit. The lecture modules include Introduction to Problem Solving, Numeric Techniques, Nonnumeric Techniques, Social Implications, Data Analysis, General Applications, and Business Applications. The laboratory modules include FORTRAN, COBOL, BASIC and SPSS. A student should make selections from the lecture and laboratory modules according to his/her major and areas of interest.

THREE HOURS

STAFF

280. FILE MANAGEMENT — Overview of data processing. COBOL programming. File organization. Internal and external sorts. Report design. Common data base concepts. Analysis of specific problems and their solutions. Prerequisite: Computer Science 120 or consent of the instructor.

THREE HOURS

LELAND

SPRING SEMESTER

282. COMPUTER AND PROGRAM ORGANIZATION — Structured programming. Debugging and testing. Introduction to machine organization and assembly language programming. Advanced programming techniques. Introduction to a second higher level language. Prerequisite: Computer Science 120.

THREE HOURS

DERSHEM

SPRING SEMESTER

Computer Science

295. STUDIES IN COMPUTER SCIENCE — A course offered in response to student interest and need. Deals with topics in computer science which are not included in regular courses. Recent topics have been the Psychology of Computer Programming and Artificial Intelligence.

TWO or THREE HOURS

STAFF

320. BUSINESS INFORMATION SYSTEMS — Top-down design of business information systems. Design inspections. Detail design and implementation. Information system maintenance. File organization. Post-audit of information systems. Essential characteristics of information systems are developed through the use of case histories. Alternate years, 1980-81. Prerequisite: C.S. 280.

THREE HOURS

LELAND

SPRING SEMESTER

331. PROCESS CONTROL — Control of experiments and processes using microcomputers. Theory of discrete and continuous sampling methods of control. Experience in programming microcomputers to illustrate problems of control, data manipulation and data analysis. Skill will be developed in assembly language programming and an understanding developed of the relationship between assembly language and hardware. Prerequisites: Computer Science 120 or equivalent and one year of a laboratory course for science students other than Physics 241, 242. Same as Physics 331.

THREE HOURS

VAN PUTTEN

FALL SEMESTER

332. PROCESS CONTROL LABORATORY — Application of control methods studied in Computer Science 331 to actual systems. Interfacing microcomputers with terminals, displays, analog to digital converters, and other input-output devices. Application of microcomputers to data acquisition and on-line data analysis. Prerequisites: Computer Science 331 and Physics 241.

ONE HOUR

VAN PUTTEN

SPRING SEMESTER

372. NUMERICAL ANALYSIS — The source and analysis of computational error. Finding the solution of an equation. Systems of linear equations. Interpolation and approximation. Numerical integration. Ordinary differential equations. Prerequisites: Computer Science 120 and Mathematics 235. Alternate years, 1980-81.

THREE HOURS

DERSHEM

FALL SEMESTER

375. OPERATIONS RESEARCH — Decision making using mathematical modeling and optimization. Linear programming. Network analysis. Dynamic programming. Game theory. Queueing theory. Computer programs will be written to implement these techniques. Prerequisites: Computer Science 120, Mathematics 235, and Mathematics 240. Alternate years, 1979-80.

THREE HOURS

WHITTLE

FALL SEMESTER

381. DATA STRUCTURES — Description and use of data structures. Software and programming language implementation. Storage allocation and management. Searching and sorting techniques. Applications of data structures. Prerequisite: Computer Science 282. Alternate years, 1980-81.

THREE HOURS

DERSHEM

FALL SEMESTER

Computer Science

383. PROGRAMMING LANGUAGES — Survey of programming languages. Programming language syntax. Theory of computation. Control Structures. Recursion. Language extensibility. Application languages. Specific languages FORTRAN, ALGOL, APL, and PL/I will be treated in detail. Prerequisite: Computer Science 282. Alternate years, 1979-80.

THREE HOURS

DERSHEM FALL SEMESTER

490. INDEPENDENT STUDY AND RESEARCH IN COMPUTER SCIENCE — Independent study or research project carried out in some area of advanced computer science or in the application of the computer to another discipline. This project will be carried out under the supervision of one or more designated staff members. Prerequisite: Permission of the chairman of the department.

ONE, TWO, or THREE HOURS

STAFF

491. INTERNSHIP IN COMPUTER SCIENCE — This program offers the student an opportunity to work on a project or an experience approved by the department as being of significance in computer science. This is usually done off campus and the student will have a qualified supervisor at the site of this experience in addition to a faculty advisor. This course is normally open only to senior computer science majors. Prerequisite: Permission of the chairman of the department or the director of internships.

THREE HOURS

LELAND

495. ADVANCED STUDIES IN COMPUTER SCIENCE — A course designated for junior and senior computer science majors which covers an advanced topic in computer science. Recent offerings have been database management systems and hardware/software systems. This course is offered at least once each year and may be repeated for additional credit with a different topic. Prerequisite: Permission of the chairman of the department.

THREE HOURS

STAFF

DANCE

MRS. DeBRUYN, COORDINATOR; MR. ASCHBRENNER, MR. CECIL, MR. GREEN, MISS PARKER, MR. TAMMI. Assisting Faculty: MR. RAHN, MR. RIFFEL.

The dance program is offered jointly by the departments of theatre and physical education and recreation, with the assistance of the department of music. Students desiring preparation in dance are advised to take a total of 20 hours, to be divided between courses in theory and courses in technique. The recommended technique courses are Dance 106, 110, 114, 116, 117, 126, and 203. The recommended courses in theory are Dance 201, 221, 300, 305, 315, and 320.

The dance student should plan to take Biology 112 in order to fulfill the prerequisite for Dance 221. This course in general animal biology will also satisfy a portion of the college core requirement in science.

RECOMMENDED ELECTIVE COURSES for the dance student include Dance 118, 119, 204; Theatre 116, 215, 223, 224, and 295; and Physical Education 107, 118, and 128.

CO-CURRICULAR ACTIVITIES provide an experience which the student will want to make a part of his or her training. The minimum expectation is that the dance student will participate for at least two semesters in college dance activities, including auditions or performances, and a mini-teaching assignment in the public schools.

DANCE MINOR — Certified K-12 since 1975.

DANCE THERAPY is available to students through composite major of biology and psychology, including the dance minor. Provisions are made through the Registrar.

PROFESSIONAL OPPORTUNITIES to which preparation in dance can lead include:

- Graduate studies in dance
- Dance instructor in public or private school
- Recreator in dance
- Dance performer
- Dance therapist

Technique

106. MODERN DANCE I — Education in body movement through dance techniques designed to teach an understanding of rhythm and relaxation and a presentation of basic movement problems.

ONE HOUR

DeBRUYN BOTH SEMESTERS

110. FOLK AND SQUARE DANCE — An introduction to folk and square dance techniques. Special emphasis will be placed on the cultural aspects of the development of both types of dance.

ONE HOUR

PARKER BOTH SEMESTERS

Dance

114. PERIOD DANCE STYLES — Special attention in this course is given to period styles, period dances, and the handling of period costumes. Enrollment by prior permission of instructor only.

TWO HOURS

TAMMI SPRING SEMESTER

116. JAZZ I — A study of jazz technique, free style movement, floor and barre work, and combinations. The purpose of this course is to provide the student with a wider range of body movement and a creative means of expression for theatre dance.

ONE HOUR

RAHN BOTH SEMESTERS

117. JAZZ II — A continuation of Dance 116, designed to prepare the student for dance composition and improvisation, with emphasis on improvement of technique, style, and performance. Course may be repeated for credit. Prerequisite: Dance 116. Enrollment by permission of instructor only.

ONE HOUR

RAHN BOTH SEMESTERS

118. TAP I — An introduction to tap dance techniques, emphasizing the use of this dance form in theatrical performance.

ONE HOUR

RAHN BOTH SEMESTERS

119. TAP II — A continuation of Dance 118, with emphasis on style and performance technique. Intermediate tap barre and center work, and a consideration of basic tap choreography. Course may be repeated for credit. Prerequisite: Dance 118. Enrollment by permission of instructor only.

ONE HOUR

RAHN BOTH SEMESTERS

126. MODERN DANCE II — A continuation of beginning modern dance including improvisation to stimulate the imagination and allow for individual exploration of movement expression. Course may be repeated for credit. Prerequisite: Dance 106. Enrollment by permission of instructor only.

ONE HOUR

DeBRUYN BOTH SEMESTERS

203. BALLET I — A study of basic foot, arm, and body positions in ballet. The student is introduced to the barre for fundamental ballet exercises, followed by center practice and combination of dance steps.

ONE HOUR

RIFFEL BOTH SEMESTERS

204. BALLET II — A continuation of Dance 203. Intermediate technique, with barre and center work. Some consideration of anatomy and dance history as these subjects relate specifically to ballet performance. Course may be repeated for credit. Prerequisite: Dance 203. Enrollment by permission of instructor only.

ONE HOUR

RIFFEL BOTH SEMESTERS

290. DANCE REPERTORY — Emphasis is on learning new techniques through combined movement phrases and by learning one dance and/or sections from others. Prerequisites any two of the following: Ballet II, Jazz II, Modern II.

THREE HOURS

DeBRUYN, RAHN, RIFFEL FALL SEMESTER

300. DANCE IMPROVISATION — This course is concerned with the development of the ability to create spontaneously through words, sketches, and sounds. The goal for the student will be the use of improvisation as a tool for developing sensitivity and a means of discovering the body's natural movement style, as a prelude to dance composition. Prerequisites: Dance 106, 116, 117, 126.

ONE HOUR

DeBRUYN SPRING SEMESTER

Theory

201. EURHYTHMICS I — The aim of eurhythmics is to aid the student in discovering that rhythm is experienced physically as well as mathematically conceived. Linear and contrapuntal rhythm within the various metric forms is studied through physical motion to acquire the feel of rhythm. Time in its relationship to space and energy is the basis for the study of rhythm as it functions in the motion of music.

ONE HOUR ASCHBRENNER, CECIL **FALL SEMESTER**

202. EURHYTHMICS II — A continuation of Dance 201.

ONE HOUR ASCHBRENNER, CECIL **SPRING SEMESTER**

221. ANATOMICAL KINESIOLOGY — The muscle-skeletal system and its action, with special reference to the field of health and physical education, are studied in detail. Prerequisites: Biology 102, and Physical Education 211 or permission of the instructor.

THREE HOURS GREEN **SPRING SEMESTER**

305. DANCE COMPOSITION — An introductory course in the rhythmic structure of dance, including problems in line, design, dynamics, theme, and group choreography. Prerequisites: Dance 106 and 126 (or Dance 315), 116, 117. Offered even years.

TWO HOURS DeBRUYN **SPRING SEMESTER**

315. TEACHING OF DANCE — An exploration of the materials, techniques, and principles of creative dance for youth. A concentrated study is made of the way children discover movement and create dances, climaxed by a mini-teaching assignment in the public schools. Prerequisites: Dance 106 and 126 (or Physical Education 205). Offered odd years.

TWO HOURS DeBRUYN **SPRING SEMESTER**

320. HISTORY OF DANCE — A survey of the development of humankind through dance from primitive times to the twentieth century, with a special focus on Ballet and dance in America.

THREE HOURS DeBRUYN, TAMMI **FALL SEMESTER**

ECONOMICS AND BUSINESS ADMINISTRATION

MR. RICHARDSON, CHAIRMAN; MR. CLINE, MR. DOWNEY, MR. GENTENAAR, MR. JENKS, MR. MUIDERMAN, MR. VANDER NAT, MR. WELDON. Assisting Faculty: MR. VAN LENTE, MR. CHUTTER, MR. DeBOER, MR. NECKERS, MR. SCHELLENBURG, MR. TYSSE, MR. WEAR.

MAJORS — The Department of Economics and Business Administration follows the continental tradition of stressing both theoretical and applied concepts of economics and business. Economic theory and quantitative skills serve as the cornerstone for advanced work in economics and management.

Students majoring in the department actively participate in field trips and internships with local business firms. They meet frequently with visiting business executives and visiting distinguished economists.

There is a great deal of emphasis placed on applying theory to practice. For example, students in recent years have:

1. Held management internships with a land development corporation, a commercial bank, a national retailing firm, a local insurance agency, a large realtor and a boat manufacturer.
2. Produced a market research study which is being used by a large-scale builder.
3. Prepared an employee personnel handbook.
4. Prepared cost-benefit studies for Holland Board of Public Works.

Courses in investments, real estate, insurance, business law and advanced accounting are taught by adjunct faculty members, who are full-time specialists in their respective fields.

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Computer simulation, role-playing, management games and business case studies enliven the classroom work.

Hope College is the only college in the state of Michigan, and one of thirty-three in the country, to have received a George F. Baker Foundation grant, which gives scholarships to students who show promise of being exceptional business leaders.

The department offers the minimum number of accounting courses required for taking the Michigan C.P.A. examination.

Students wishing to sit for the C.P.A. examination should consult the accounting faculty, as requirements vary from state to state. The typical series of courses would be Accounting Principles I and II, Intermediate Accounting I and II, Cost Accounting, Tax Accounting, Auditing and Business Law.

Approximately 30% of the graduates in this department go on to graduate or professional schools in the fields of law, public administration and business administration. Those who choose to begin their career upon graduation are highly sought after by businesses and corporations.

COURSES FOR NON-MAJORS — Principles of Economics (Econ. 201) is a course which is recommended to all students. Principles of Accounting

Economics and Business Administration

(Bus. Ad. 221 and 222) and Principles of Management have been found to be quite valuable courses for non-majors.

Many of the upper level courses in economics and business administration are open to non-majors.

ECONOMICS MAJOR — A major in economics requires a minimum of 27 hours. The following courses are required: Econ. 201, Econ. 301, Econ. 303, Econ. 401. Students are required to take a course in Econometrics (Econ. 495) and complete a senior project. Students must also take one semester of calculus and one course in statistics. Courses in accounting and computer are strongly encouraged. (See the department chairman for a more detailed schedule.)

BUSINESS ADMINISTRATION MAJOR — A major in business administration consists of 30 hours in the department. Included in those should be nine hours of economics (Econ. 201, 301 and 303), principles of accounting (Bus. Ad. 221 and 222), principles of management (Bus. Ad. 351), principles of finance (Bus. Ad. 464), principles of marketing (Bus. Ad. 331) and statistics (Math 210).

Students considering graduate work should take calculus. Work in computer science and advanced mathematics is strongly encouraged.

ADVISEMENT PROCEDURES — Upon approval by the department, the student will be assigned an advisor from the department. Together, they will work out a tentative program for him to complete the major.

CONCENTRATION IN ACCOUNTING — Students who wish to develop a concentration in the area of professional accounting should contact a member of the accounting staff early in their careers, since this program requires a special sequence of courses.

A — Course Offerings — Economics

201. PRINCIPLES OF ECONOMICS — A one semester introduction to economic principles and concepts designed to fulfill the objectives of the college social science requirement and to prepare students for advanced level work. The course deals with such topics as demand, costs, markets, resource allocation, the study of money, national income, and levels of employment.

STAFF FALL AND SPRING SEMESTERS

295. STUDIES IN ECONOMICS — A lecture or seminar class in a special topic of economics for majors and non-majors in the discipline.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

301. MACROECONOMICS — This course examines the important concepts and theories concerning levels of income, employment, interest rates and prices. It enables the student to understand the causes of changes in these levels, and to understand the effectiveness of government policies in affecting them. Prerequisite: Econ. 201.

THREE HOURS

GENTENAAR, VANDER NAT

FALL AND SPRING SEMESTERS

302. MONEY AND BANKING — A study of the role of money, credit, and financial institutions, and the impact of these areas on the general level of output, income and employment. Prerequisite: Econ. 303.

THREE HOURS

GENTENAAR

Economics and Business Administration

303. MICROECONOMICS — intermediate-level treatment of microeconomics concerned primarily with price determination under varied market conditions, theory of factor pricing, and topics in welfare economics. Prerequisite: Economics 201.

THREE HOURS

CLINE FALL AND SPRING SEMESTERS

308. INTERNATIONAL ECONOMICS — This course presents a survey of the fields of international trade and investment with attention given to fundamental theory and present policy and practice. Prerequisite: Economics 201.

THREE HOURS

GENTENAAR, VANDER NAT

SPRING SEMESTER

313. ECONOMIC ANTHROPOLOGY — An analysis of cultural factors that underlie and contribute to or retard economic growth and development in countries and regions. Contemporary economic experiences of industrial and non-industrial societies are analyzed in the light of historic perspective and economic and anthropological theory. Prerequisite: Economics 201, and consent of the instructor.

THREE HOURS

STAFF

315. HISTORY OF WESTERN CAPITALISM — A course beginning with the heritage of ancient and medieval economic institutions, tracing the rise of capitalism, and examining the restructuring of the system necessitated by structural changes in society such as: the rise of industrialization, the growth of labor movements, war, and the emergence and domination of the corporation. Prerequisite: Consent of instructor.

THREE HOURS

STAFF

FALL SEMESTER

401. HISTORY OF ECONOMIC THOUGHT — An introduction to, and critical survey of, the important men and ideas in economic theory. Attention is given to the interaction of ideas and the time, and to the evolution of significant economic doctrines. Prerequisite: Economics 201, or consent of the instructor.

THREE HOURS

RICHARDSON

FALL SEMESTER

402. COMPARATIVE ECONOMIC SYSTEMS — Every economy has to accomplish certain basic tasks: determine what, where, how and how much is to be produced; allocate the aggregate amount of goods and services produced, distribute its material benefits among the members of society; and maintain economic relations with the outside world. The set of institutions established in any society to accomplish these tasks is its economic system. A comparison of these institutions comprises this course.

THREE HOURS

STAFF

FALL SEMESTER

404. ECONOMIC GROWTH AND DEVELOPMENT — A study of the factors that influence the growth and development of modern economics with particular emphasis of the "underdeveloped nations." Attention will be given to theoretical models as well as the interplay of social, political and cultural phenomena. Prerequisite: Economics 201 or consent of instructor.

THREE HOURS

GENTENAAR

SPRING SEMESTER

490. INDEPENDENT STUDIES IN ECONOMICS — Independent studies in advanced economics under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF

ANY SEMESTER

Economics and Business Administration

495. ECONOMETRICS — An introduction to the mathematical and statistical tools used in constructing and estimating economic models. Focuses on applications of multivariate regression analysis in the areas of economic forecasting and hypothesis testing. Extensive use of the computer. Prerequisite: Economics 303 and Mathematics 210, or equivalent.

CLINE FALL SEMESTER

495. PUBLIC FINANCE — Study of the role of government in a market economy. The theory and practice of taxation, expenditure analysis and government regulation are examined in terms of their impact on economic efficiency and income redistribution. Topics include benefit-cost analysis, environmental pollution, tax reform, health-care economics, income transfer programs and intergovernmental grants. Prerequisite: Economics 303 or permission of instructor.

CLINE SPRING SEMESTER

495. LABOR ECONOMICS — Study of the institutional and economic forces which determine wages and employment in labor markets. Economic theory is used to analyze the impact of various policies on the distribution of income. Topics include the economic effects of unions, minimum wage legislation, investment in human capital, discrimination in labor markets, poverty and transfer programs and the disincentive effects of taxation. Prerequisite: Economics 303 or permission of the instructor.

CLINE/RICHARDSON SPRING SEMESTER

495. MANAGERIAL ECONOMICS — The application of microeconomic theory and quantitative methods to business decision-making problems. Techniques developed in the course include demand estimation, empirical cost analysis, pricing policies, linear programming and optimization and the presence of risk. Prerequisites: Economics 303.

CLINE FALL SEMESTER

495. ADVANCED STUDIES IN ECONOMICS — A lecture or seminar in a special topic in advanced economics. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

B — Business Administration

221, 222. PRINCIPLES OF ACCOUNTING — A comprehensive introduction to accounting methods and applications covering two semesters of study. Three hours of lecture and discussion. (2 semester sequence, 3 hours each; 221, fall only, 222, spring only)

SIX HOURS

JENKS, WELDON

295. STUDIES IN BUSINESS — A lecture or seminar class in a special topic of business for majors and non-majors in business. For example, management of human resources, accounting for managers and real estate have been offered under this topic number.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

Economics and Business Administration

321, 322. INTERMEDIATE ACCOUNTING — Continuation of the study of financial accounting theory and practice at the intermediate level. Prerequisite: Business Administration 221 and 222. (321, fall term only; 322 spring term only)
SIX HOURS **JENKS**

331. MARKETING PRINCIPLES — The application of contemporary theories of social psychology, management and managerial economics to the marketing of products and ideas. Prerequisite: Economics 201.
THREE HOURS **MUIDERMAN** **FALL AND SPRING SEMESTERS**

332. MARKETING COMMUNICATIONS — Theories and practices of advertising sales management, promotion and public relations as they relate to the overall marketing program. Findings in communication theory: broad policy and strategy.
THREE HOURS **STAFF**

341. BUSINESS LAW — A survey of business law, stressing contracts and including an introduction to sales, agency, negotiable instruments, and partnerships and corporations. Prerequisite: Economics 201.
THREE HOURS **NECKERS** **SPRING SEMESTER**

343. INSURANCE — Survey of insurance principles and their applications in various fields, with attention also given risk-bearing as such, public supervision and social insurance. Prerequisite: Economics 201.
THREE HOURS **VAN LENTE**

351. PRINCIPLES OF MANAGEMENT — Study of modern managerial principles and processes as usually associated with business but important also in the conduct of church, school, and other organizations. Prerequisite: Economics 201 or consent of instructor.
THREE HOURS **DOWNEY, MUIDERMAN** **FALL AND SPRING SEMESTERS**

352. PERSONNEL ADMINISTRATION — Study of the personnel function from the standpoint of principles, methods, and organization with emphasis on the behavioral sciences. Prerequisite: Business Administration 351.
THREE HOURS **DOWNEY** **FALL AND SPRING SEMESTERS**

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356. QUANTITATIVE MANAGEMENT — Decision making techniques developed in the context of an information-decision system. Examination of quantitative methods used to develop decision models applicable to situations which lend themselves to numerical analysis.
THREE HOURS **DOWNEY** **FALL SEMESTER**

358. MANAGEMENT — THE BRITISH STYLE — This interdisciplinary workshop explores the culture, politics, and economy of the British along with their values and attitudes via visiting leaders of business and government.
THREE HOURS **RICHARDSON** **MAY TERM**

359. HUMAN RESOURCE MANAGEMENT — This course is specifically designed for those who want an introduction to basic management concepts. Concepts to be covered include: basic management functions, motivation and leadership, organizational theory, performance setting and appraisals, management by objectives, and participative management. While most of the examples will be taken from business

Economics and Business Administration

and industry, these same concepts of management are relevant to managers of hospitals and governmental agencies.

THREE HOURS

STAFF

SPRING SEMESTER

421. COST ACCOUNTING — Continuation of the study of cost accounting theory and practice with particular attention given to cost information systems, cost control, planning of profits and costs, and cost and profit analysis. Prerequisite: Business Administration 222. (Fall term only.)

THREE HOURS

WELDON

SPRING SEMESTER

423. AUDITING — An introduction to basic auditing techniques, audit evidence, statistical sampling in auditing, auditing through and around the computer, and audit reports and opinions.

THREE HOURS

STAFF

FALL SEMESTER

425. FEDERAL TAX ACCOUNTING — An introduction to federal tax accounting as it relates to income tax for individuals, partnerships, and corporations, as well as federal estate and gift taxes. It is recommended the student have completed Bus. Adm. 322, but not required.

THREE HOURS

WELDON

FALL SEMESTER

447. REAL ESTATE — Both residential and commercial real estate policies and practices are studied in this course. Students will learn the underlying concepts which determine present and future values of real properties. Some emphasis is also given to the concept of planned communities and the political and legal implications of real estate development.

THREE HOURS

TYSSÉ

SPRING SEMESTER

452. MANAGEMENT PROBLEMS — Advanced case-method study of significant problems arising in the business administration field, integrating subject matter of lower level courses. Special lectures and business simulation techniques are utilized as supplements to case work.

THREE HOURS

MUIDERMAN

SPRING SEMESTER

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461. INVESTMENT FUNDAMENTALS — Analysis and appraisal of investment alternatives as found in real estate, bonds, and preferred and common stock with emphasis on arrangements and programs meeting needs of individual investors. Prerequisite: Economics 201 and Business Administration 221 and 222.

THREE HOURS

CHUTTER

FALL SEMESTER

464. PRINCIPLES OF FINANCE — Analysis of principles underlying sound financial policy and procedure; financial planning and control; sources of short-term and long-term funds; management of assets; and problems of valuation, combination, dissolution, and liquidation. Prerequisite: Business Administration 221, 222.

THREE HOURS

STAFF

FALL AND SPRING SEMESTERS

490. INDEPENDENT STUDIES IN BUSINESS — Independent studies in advanced business under the supervision of a designated staff member. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF

ANY SEMESTER

495. ADVANCED STUDIES IN BUSINESS — A lecture or seminar in a special topic in advanced business and accounting. For example, international business, auditing, tax accounting and other advanced courses are offered under this number. Prerequisite: advanced standing in the department and approval of the chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

499. MANAGEMENT INTERNSHIPS — This course is a practical experience for students. It enables them to make use of their classroom knowledge in an organizational setting. Interns are supervised by organizational managers. Placements are made in the Holland-Zeeland area.

THREE HOURS

DOWNEY SPRING AND FALL SEMESTERS

EDUCATION

MR. BULTMAN, CHAIRMAN; MR. BAKKER, MR. DIRKSE, MRS. MILLER, MISS MOOY, MR. PAUL, MR. SCHACKOW.

The Department of Education seeks to prepare students to teach in the elementary and secondary schools of our nation. To fulfill the requirements for graduation and certification, each student planning on a professional teaching career must complete a major in an academic field, a minor and a professional education sequence. This sequence introduces the student to the theoretical foundations of creative and responsible teaching and, simultaneously, helps him acquire those teaching skills that make for effective teaching. An integrated field-theory approach to teacher preparation permeates the entire professional education sequence. Students become progressively more involved in field experiences and participate in increasingly more complex teaching styles as they proceed through the program. This preparation model has been replicated with enthusiasm throughout the country.

Currently, Hope students planning to teach are participating in many activities:

- some are tutoring students in classroom situations
- some are Big Brothers or Big Sisters in our Higher Horizons Program
- some are assisting in Special Education classes
- some are working with small groups of students in local schools
- those student teaching have a choice of inner-city schools in large metropolitan areas, schools in suburban settings, schools in Western Michigan, schools in rural settings, and American schools overseas.

Many students go on to graduate schools and focus their attention in special areas of education such as:

Reading, Curriculum Development, Administration and Counseling

Even in today's "tight" job market, graduates from Hope's Education Department have been very successful. In 1978 Hope graduates seeking teaching positions were placed in schools in this country and abroad at a rate considerably above the national average. The Department of Education actively recruits students who possess academic promise, interpersonal and pedagogical skills and who, at the same time, aim for excellence in the teaching and educational vocations.

In addition to classroom teaching, graduates from the Education Department are currently serving as:

- personnel directors in public and private educational systems
- superintendents of local school systems
- counselors at high schools
- curriculum development consultants for major industrial firms
- teachers in "open-classroom" schools.

Education

ELEMENTARY AND SECONDARY PROGRAMS — Students planning to teach in the elementary and secondary schools must be formally admitted to the Teacher Education Program. Requests for admission should be made during the sophomore year. Information concerning admission criteria and procedures is available in the office of the Education Department.

Teacher education graduates will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan certificate through reciprocal certification agreements is valid in most other states. Students desiring to teach outside of Michigan should confer with the Education Department's Director of Certification for specific requirements.

In fulfilling the requirements for a teaching certificate in the state of Michigan, the Hope College student must do the following:

1. Secure formal admission to the Teacher Education Program.
2. Complete Psychology 100 before entering any course in the Department of Education.
3. Complete the Professional Education Sequence which has been established:
 - a. Elementary — Complete Education 220, 310, 330, 410, 470, 500.
 - b. Secondary — Complete Education 220, 330, 360, 480 or 485, 500, and a special methods course in the major or minor field.
4. Complete the minimum requirements for the major and minor sequences.
 - a. Elementary: Selected majors of 30 hours or a composite major of 36 hours and a substantive minor of 20 hours or a straight academic minor of 20 hours.
 - b. Secondary: A major of 30 hours and a minor of 20 hours or a composite minor of 24 hours. Composite minors may be obtained in Natural Science and Social Science only. The 24 hours must be in no more than 3 disciplines with a 12 hour core in one discipline.
5. Satisfy the general requirements for the A.B. degree at Hope College.

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Students are urged to plan their programs carefully and should begin early in their college career. It is suggested that students enroll in Education 220 during their sophomore year and reserve one semester of the senior year for the professional Semester program, during which they will take specified education courses as well as student teaching. Request for student teaching should be made in the junior year. No student will be allowed to student teach who has not been admitted to the Teacher Education Program. Arrangements for student teaching have been made with the school systems in Western Michigan. The Michigan Certification Code requires that a student have a 2.0 average before being assigned to student teaching; the college also requires that the student have a 2.3 grade point average in their major. All students seriously considering teaching in the elementary school should enroll in the special science program for elementary teachers. This program includes the following two courses: Biology-Physics 245, Science for the Elementary Teacher; Chemistry-Geology 246, Science for the Elementary Teacher. These courses will fulfill the science requirement for graduation. Students are also encouraged to enroll in the math program for elementary teachers which includes Math 205 and 206. Students have an opportunity to fulfill their student teaching experience in urban situations, in suburban areas, in rural places, or in overseas assignments. Some students

fulfill this requirement in Philadelphia in our Urban Semester program or in Chicago at the Metropolitan Center.

Special Education: The Education Department has been authorized by Hope College and the State of Michigan Department of Education to offer two K-12 Special Education majors in the areas of the Emotionally Impaired and the Learning Disabled. Students may follow either the elementary or secondary professional education sequence for these two majors. This is a competitive program. Students must meet application deadlines and receive favorable course and field evaluations to continue.

Teaching Specialists: In the area of Art, Music, and Physical Education, Hope College offers K-12 programs for Teaching Specialists. Students are asked to follow the secondary professional education sequence for such majors.

The Department of Education provides each student desiring certification a comprehensive **Handbook** which outlines all program sequences and includes appropriate application forms and pertinent teacher education program information.

MASTER'S DEGREE IN TEACHING IN THE ELEMENTARY SCHOOL — Through the combined efforts of the Western Michigan University Department of Teacher Education and the WMU Division of Continuing Education, Hope College cooperates in a two year advanced degree program on the Hope College campus. Undergraduate students may enroll in selected graduate offerings.

Students desiring additional program information should contact Hope's Education Department Office.

PLACEMENT — Special efforts are made by the Placement Office to help teacher candidates secure teaching positions but the college does not guarantee to place students in positions. Credentials must be completed during the semester in which the student does his student teaching. They are then placed on file in the Placement Office.

ACCREDITATION — Hope College maintains membership in the American Association of Colleges for Teacher Education. Its teacher education programs are approved by the Michigan Department of Education and fully accredited by the National Council for Accreditation of Teacher Education.

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220. EDUCATIONAL PSYCHOLOGY — The growth and development of childhood in all phases, but with special stress on mental development. Careful study of the learning process with implications for teaching and guidance.

FOUR HOURS

SCHACKOW

BOTH SEMESTERS, SUMMER

253. INTRODUCTION TO LEARNING DISABILITIES — An initial, introductory view of learning disabilities will be presented. The student will demonstrate knowledge of terminology and the major educational approaches utilized in working with learning disabled children.

THREE HOURS

MOOY

FALL SEMESTER

265. SOCIOLOGY OF EDUCATION — Education from the institutional perspective, as an agency of socialization, analysis of various school and community relation-

Education

ships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Education 220. Same as Sociology 265.

THREE HOURS

LUIDENS

295. STUDIES IN EDUCATION — This course is designed to allow students at the Sophomore and Junior level to become involved in studies in special interest areas. Prerequisite: Permission by Chairman of Department.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

300. ELEMENTARY MUSIC METHODS — A practical presentation of how to teach music to school children, using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Juniors and Seniors. Class piano or note reading ability strongly recommended prerequisite. Same as Music 300.

TWO HOURS

HOLLEMAN BOTH SEMESTERS

ART 301. DEVELOPING VISUAL AWARENESS — Designed for the art major, this course investigates the many facets of creative development from childhood to adulthood. Materials and techniques suitable for teaching and supervising art as a major subject are emphasized and methods of guiding and motivating creative expression K-12 are observed, discussed and practiced. Not open to students who have taken Art 340. No prerequisites.

THREE HOURS

STAFF EITHER SEMESTER

310. ELEMENTARY CURRICULUM AND METHODS — An examination of the modern elementary school curriculum — its philosophy, structure, organization, and methods. Includes general principles and practices that are applicable to all areas of the curriculum, as well as specific principles and practices for the teaching of Language Arts, Reading, Social Studies, Arithmetic, and Science. Students spend approximately 25 hours of the semester in elementary classrooms, teaching self-prepared units in these five subject areas. Recommended for the junior year.

EIGHT HOURS

PAUL BOTH SEMESTERS

158

321. TEACHING OF SOCIAL STUDIES IN SECONDARY SCHOOL* — Methods and material used in teaching the social studies at the junior and senior high school levels. Studies of procedures, curricular practices in various systems, teaching aids, trends, preparation of resource teaching units, evaluation, etc.

TWO HOURS

BAKKER FALL SEMESTER

323. TEACHING OF MATHEMATICS IN THE SECONDARY SCHOOL* — Methods of teaching mathematics with emphasis on new approaches, curriculum changes, trends in modern mathematics, and history of mathematics.

TWO HOURS

STEKETEE FALL SEMESTER

330. THE EXCEPTIONAL CHILD — A psychological study of the child who deviates markedly from the norm of his group, mentally, physically, or socially, so as to create a special problem in regard to his education, development, or behavior. Special attention is directed toward the following groups of exceptional children: mentally re-

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty hour education requirement for certification in the State of Michigan.

Education

tarded, gifted, emotionally disturbed, socially maladjusted, visually-, physically-, and speech-handicapped, deaf, hard-of-hearing, and brain-damaged. Prerequisites: Psychology 100 or Education 220. Same as Psychology 330.

THREE HOURS

MOOY BOTH SEMESTERS

331. TEACHING OF SCIENCE IN SECONDARY SCHOOL* — Methods of teaching science at the secondary school level. Emphasis is placed on materials and techniques for the teaching of Biology, Chemistry, Geology, and Physics.

TWO HOURS

BULTMAN FALL SEMESTER

340. ART EDUCATION FOR ELEMENTARY EDUCATION STUDENTS — A study of the child's creative and mental growth through art education. Acquaints the student with the means by which the child's development might be stimulated and achieved. The student participates both in creative studio work and in discussions of the basic principles and techniques of art education. Prerequisites: Art 101 or permission. Same as Art 340.

TWO HOURS

STAFF

345. TEACHING PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOL — Acquaints the student with the games, rhythms, story-plays, and other physical activities suitable for each of the elementary grades. Attention is given to objectives and methods of organization. Each student is required to do practice teaching in these activities as part of the class work. Elective for prospective elementary teachers.

TWO HOURS

PARKER

PE346. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE SECONDARY SCHOOL — Designed to acquaint the student with a variety of styles of teaching; to select and have practical experience in utilizing these styles; to construct objectives that are clear, obtainable and measurable; and to assist in structuring learning environments that will enable students to readily achieve these objectives. Prerequisites: Junior standing and Physical Education 301.

TWO HOURS

STAFF SPRING SEMESTER

353. THE LEARNING DISABLED CHILD — Focus will be upon the relationship of the brain to learning, the manifestations of learning disabilities in academic performance of children, and the behavioral concomitants found in learning disabled youngsters. Techniques for screening youngsters for the purpose of initial and early identification of possible learning disabilities will be developed.

THREE HOURS

MOOY SPRING SEMESTER

355. AUDIO-VISUAL COMMUNICATIONS — Problems of production and usage are considered together with the communication impact of media presentations.

THREE HOURS

PAUL BOTH SEMESTERS

360. SECONDARY PRINCIPLES AND METHODS — A study of secondary schools, their origins, purposes, curriculum, principles, and general methods of teaching. The course is designed, along with special methods courses in the several academic areas, to prepare students for teaching in junior or senior high schools.

FOUR HOURS

BULTMAN BOTH SEMESTERS, SUMMER

Only one Special Methods Course for secondary teachers may be applied to meet the twenty-four education requirement for certification in the State of Michigan.

Education

370. SECONDARY INSTRUMENTAL METHODS* — Problems peculiar to the teaching of instrumental music in both class and private instruction. Sections will be devoted to the selection of text and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years.
THREE HOURS **RITSEMA** **FALL SEMESTER**

373. DIAGNOSTIC AND PRESCRIPTIVE SYSTEMS IN SPECIAL EDUCATION — Knowledge and practical use of various diagnostic-evaluative instruments will be emphasized. Students will demonstrate competency in administering various diagnostic tools and following analysis will write appropriate prescriptive programs. Alternate years, 1977-78.
FOUR HOURS **STAFF** **SPRING SEMESTER**

375. SECONDARY CHORAL METHODS* — The study and observation of secondary teaching techniques, with examination of materials. Open to junior and senior music majors only, others by permission of instructor. Offered alternate years.
THREE HOURS **HOLLEMAN** **SPRING SEMESTER**

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE — A survey of procedures and materials for teaching English as a second or foreign language. Emphasis will be placed on developing basic aural-oral abilities, reading and writing skills. Recommended for majors in English, Communication or Language Arts who plan to teach in inner city schools. Prerequisite: Any one of the following: Education 220, Education 310, Education 360, English 355, Linguistics 364, or Psychology 220.
TWO HOURS **POWELL** **SPRING SEMESTER**

380. TEACHING OF ENGLISH IN THE SECONDARY SCHOOLS* — A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary schools. Required for Secondary Certification. Not credited toward English major or minor.
THREE HOURS **TAYLOR** **FALL SEMESTER**

160 381. TEACHING RELIGION IN SECONDARY SCHOOLS — Methods of teaching the academic study of religion at the secondary level. Emphasis is placed on legality, curriculum, methods, and materials of instruction.
TWO HOURS **STAFF**

384. TEACHING OF FOREIGN LANGUAGES* — Methods of teaching French, Spanish, German and Latin at the elementary school, high school, or college levels. Required of those planning to teach these languages in the secondary school.
TWO HOURS **MCCARTHY** **FALL SEMESTER**

388. TEACHING OF SPEECH* — Procedures, materials and methods for conducting the varied activities required of a speech teacher such as conducting classes, directing dramatics and forensics, evaluation of texts, assignments, and types of examination. Same as Communication 388. Offered alternate years, 1980-81. Prerequisites: A major or minor in Communications.
TWO HOURS **FALL SEMESTER**

*Only one Special Methods Course for secondary teachers may be applied to meet the twenty-hour education requirement for certification in the State of Michigan.

393. CURRICULUM AND METHODS IN SPECIAL EDUCATION — Curricular methods and materials appropriate for instruction of learning disabled and emotionally impaired children will be studied. Emphasis will be placed upon a systematic structuring of the competency based curriculum objectives to meet the needs, present status of and evolving improvement of the child.

FOUR HOURS

MOOY BOTH SEMESTERS, SUMMER

393 Lab. SECONDARY SPECIAL EDUCATION DEVELOPMENTAL LAB — A practical look at the characteristics of the Secondary Special Education Student. Organizational procedures and the use of methods and materials appropriate to the secondary student will be explored to the secondary student.

395. MARCH TO HOPE — A week long multicultural backpacking/survival experience. Each participant is paired with a disadvantaged area youth. A challenging environment aids in the development of meaningful individual and group relationships. Includes course requirements prior to and after the March.

410. TEACHING OF READING — A study of the approaches used in the teaching of reading on an individual, small group and classroom basis. Included will be a study of the principles involved in developing a reading program, the equipment and materials available for use in the classroom, and the tools used to identify reading problems.

THREE HOURS

DIRKSE BOTH SEMESTERS, JUNE TERM

423. DIAGNOSIS AND TREATMENT OF READING PROBLEMS — This course is designed to provide experience in recognizing, diagnosing, and treating reading problems. Given the results of a diagnosis of a reading problem, the student will prescribe a system of treatment and compensation for the individual child. Prerequisite: Education 410.

THREE HOURS

DIRKSE BOTH SEMESTERS, MAY

440. EDUCATIONAL PSYCHOLOGY OF THE ELEMENTARY SCHOOL CHILD — A study of research and theories in educational psychology which have influenced the present elementary school. Attention is given to the educational psychological foundations of curriculum, teaching strategies, and models of teacher-student interactions in the elementary grades.

THREE HOURS

STAFF MAY TERM

443. STUDENT TEACHING OF EMOTIONALLY IMPAIRED — Student teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. To provide a field-based learning experience and a vehicle for application of previously acquired knowledge, the student will be placed in a classroom for emotionally impaired children. Students must apply for this student teaching assignment by January 20 of their Junior year.

FOUR HOURS

MOOY BOTH SEMESTERS

444. INTERNSHIP IN LEARNING DISABILITIES — This field-based learning experience, supervised by the Department of Education, is done in cooperation with area school systems. The student will be placed in a learning disabilities classroom for the purpose of making application of previously acquired knowledge. Students must apply for this internship by January 20 of their Junior year.

FOUR HOURS

MOOY BOTH SEMESTERS

Education

450. PRACTICUM FOR ELEMENTARY TEACHERS — A seminar experience for student teachers in which theory is integrated with practice. Techniques of teaching are explored with peers and college coordinators. Opportunities are provided for interaction with recognized educational specialists in the field. This course is taken as part of the professional semester.

TWO HOURS

DIRKSE BOTH SEMESTERS

460. HISTORY OF EDUCATION — The development of formal education from the very beginning of recorded history to the present. The origins of the ideas and values that have profoundly influenced education through the centuries are examined as they are found in ancient, medieval and modern times. Emphasis is placed upon the contributions of various leaders in the field of education.

TWO HOURS

STAFF

465. TESTS AND MEASUREMENTS — An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210. Same as Psychology 400.

THREE HOURS

STAFF FALL SEMESTER

470. STUDENT TEACHING IN THE ELEMENTARY SCHOOL* — Student Teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Students must apply for student teaching by January 20 of their Junior year.

EIGHT HOURS

DIRKSE, PAUL, MILLER, SCHACKOW

BOTH SEMESTERS, SUMMER

480. STUDENT TEACHING IN THE SECONDARY SCHOOL* — Student Teaching, supervised by the Department of Education, is done in cooperation with school systems in Western Michigan. Students must apply for student teaching by January 20 of their Junior year.

EIGHT HOURS

BAKKER, BULTMAN

BOTH SEMESTERS, SUMMER

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485. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS* — Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in Western Michigan. Experience is provided at both the elementary and secondary level enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching by January 20 of their Junior year.

TEN HOURS

BAKKER, BULTMAN

BOTH SEMESTERS, SUMMER

488. RURAL EDUCATION — A study of rural community attitudes and characteristics which affect the local school with actual teaching in rural Northern Michigan.

THREE HOURS

SCHACKOW MAY TERM

490. INDEPENDENT STUDIES IN EDUCATION — For prospective teachers who wish to do advanced study in a special interest field. Approval for study must be given by the Department Chairman.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

*For courses related to urban teaching see Philadelphia Urban Semester program, page 192.

493. SEMINARS AND READINGS — This seminar provides an opportunity for the Special Educations major to integrate the various components of his experience. There will be reading and discussion of pertinent research literature, interaction with recognized leaders in the field, and observation of programs in learning disabilities.

THREE HOURS

MOOY BOTH SEMESTERS

495. SEMINAR IN EDUCATION — A course designed to allow a professor to instruct upperclass students in an area of his special interest or research. Students will engage in extensive reading and/or research on a specific topic or problem. Prerequisite: Consent of instructor.

ONE, TWO or THREE HOURS

STAFF ANY SEMESTER

500. PERSPECTIVES IN EDUCATION — A study of the organizational and operational aspects of American education. Current educational practices, issues and problems will be examined in historical, sociological, and philosophical perspectives. Prerequisite: Senior status or by consent of chairman of the Education department.

THREE HOURS

BAKKER, BULTMAN, SCHACKOW BOTH SEMESTERS, SUMMER

ENGLISH

MR. JELLEMA, CHAIRMAN; MR. COX, MR. FIKE, MRS. HARRINGTON, MR. HEMENWAY, MR. HUTTAR, MR. PRINS, MR. REYNOLDS, MR. RIDL, MR. SCHAKEL*, MRS. TAYLOR, MS. VERDUIN.
Assisting Faculty: MRS. JELLEMA, MRS. MEZESKE, MR. POWELL.

The varied program of the Department of English is designed to meet the needs of the student who wishes to pursue the study of the English language and its literature in depth or the student who wishes to develop special skills in the art of writing, either for their intrinsic worth or in preparation for a specific career. Its major programs reflect these different objectives.

For the potential poet, novelist, journalist or feature writer there is a major program which includes a study of much of the best writing of the past but focuses on courses in writing — some in the *belles lettres* form, others in more technical areas. Students majoring in English with this writing emphasis are encouraged to become involved in one or more of the following activities:

- writing for or editing "Opus," the student literary magazine
- competing for the Eerdmans Awards for best original poetry and prose
- serving on the staff of "The Anchor," the student newspaper
- participating in poetry reading sessions
- engaging in dialogue with visiting literary artists
- spending a semester in New York as a writing "apprentice" in the GLCA Arts Semester or in another off-campus program

For the major with primarily literary interests, there is a broad spectrum of courses in English and American literature, culminating in special seminars in writers such as Swift, Faulkner, Lawrence and Twain, and individual research projects. The college library is the laboratory for these majors and it holds an excellent collection of primary and critical materials on literary masters from Chaucer to Bellow, Roethke and Albee. Many majors are planning on a career as teachers of English. For them there is a specially designed course pattern aimed at preparing them for the varied roles of the English instructor, at the secondary or collegiate level, or even in schools in a foreign country, in which English is taught as a second language. Students in such majors, in addition to some of the activities listed above, also have other special opportunities, such as:

- assisting Hope English faculty as student associates and discussion leaders in underclass courses
- participating in monthly literature colloquia
- reading papers at the annual GLCA Literature Conference
- mini-teaching or student teaching in the public schools
- tutoring underprivileged children in the community

* On leave 1979-80

A majority of the graduates of this department in the past have moved in the direction of teaching, and frequently this has meant graduate study at major universities throughout the country. Many have gone into the ministry. Increasingly, majors are entering fields that call for writing skill. Here are some interesting occupations that English majors have moved to:

- Dean of a liberal arts college
- President of a theological seminary
- Planner-evaluator in employment program (CETA)
- Friend of the Court, Ottawa County
- Editor in a publishing company
- Manager of a college book store
- Advertising copy writer
- Executive secretary of the Board of Foreign Missions, RCA
- College reference librarian

All students are required to take a course in composition and a year sequence in literature as part of the general degree requirements. Course 113 in composition and courses 231 and 232 in literature are intended to meet these basic requirements. English 113 is prerequisite to all other writing courses, and 231 or 232 or 249 is prerequisite to all literature courses numbered above 300, except by special permission of the department chairman.

MAJORS: Concentration in English prepares students for a wide variety of careers as well as for responsible and personally rewarding avocational pursuits. The basic major is supplemented by elective courses within and outside the department to fit the individual student's interests and needs. See "Guidelines" below, and inquire at English office for career information.

A satisfactory overall average (2.0) and an average of at least 2.3 in English course work to date are the general criteria for acceptance in the English major program. Students usually apply for admission during the sophomore year, but may do so at any time. English 249 is a basic course in the major sequence and should be taken in the freshman or sophomore year. The competencies in language, writing, and literature which the major aims to develop are given in detail in the departmental Prospectus for Majors that is available on request.

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The basic major is a minimum of 30 credit hours of English courses numbered 200 or above. Intermediate level proficiency in a foreign language is valuable for all English majors and is essential for those proceeding to graduate study in the field. The major must include the following:

1. Practical criticism (249), preferably taken in the freshman or sophomore year.
2. World Literature I (231).
3. Two courses in American literature (301, 302, 305, 332, or 338) including at least one of the first three listed.
4. Three courses in English literature: viz., two period courses from column I or II below, plus one period course or the survey from the other column.*

I
311: Survey of Eng. Lit. I

361 Chaucer and his Times

363 Spenser and his Times

372 Seventeenth Century

374 Politics and Lit. in 18th Cen.

II
312: Survey of Eng. Lit. II

330 The English Novel

376 Poetry of Romantic Movement

378 The Victorian Age

*Persons in elementary education may use 311, 312, and 325 to fill this requirement.

English

5. A course on the English Language (355 or 356).
6. A course that focuses on a major writer (364, 369, or in some cases 490 or 495).
7. Electives.

Guidelines for the English Major with Special Professional Goals

Among the options available to the student in the above program, certain courses are particularly recommended as part of the preparation for specific goals. Variation from these guidelines should be discussed with the major advisor.

- A. Elementary Teaching: 325, Children's Literature; 355, Modern English Grammar; 364, Shakespeare; 305, Major American Writers or 301, 302, Survey of American Literature; 311, 312, Survey of English Literature.
- B. Secondary Teaching: 355, Modern English Grammar; 364, Shakespeare; 301, 302, Survey of American Literature; an English Literature sequence; upper level electives.
- C. Graduate Study in English: Two courses in American Literature; three courses, preferably period courses, in English Literature; 364, Shakespeare; an advanced studies course (490 or 495); electives from upper level courses. (This major should approximate 40 hours.)
- D. Writing & Editing: One or more advanced writing courses; literature electives. (This major should approximate 35 hours.) Cognate courses in Communication are recommended.

For other kinds of professional preparation (e.g. business and industry, pre-law, pre-seminary, pre-med, foreign service, librarianship) the specific recommendations in English are less prescriptive and the student should, with his advisor's help, tailor a program to his own needs.

Internship programs are available for English majors having specific career interests such as writing, librarianship, and business. The student may devote part-time or full-time for a semester to such programs, either in Holland or off-campus. For information, inquire at the departmental office.

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MINORS: For students planning to apply for a secondary teaching certificate with an English minor, the department offers an advising program to guide them in course selection. At the time of entering a major they should also apply for an English minor on forms available at both the English and education offices.

Changes in the department's curricular offerings are initiated in departmental meetings, which are open to visitors and include student voting members. Proposals are invited from interested students or groups of students for 295 and 495 topics.

Academic Skills Center (Van Zoeren 012)

A full description of this no-fee service is given on p. 45.

ENGLISH 010. ACADEMIC SKILLS CENTER — Individual assistance is offered daily at scheduled times to help the student improve writing skills, study skills, and reading rate and comprehension. The student may seek these services voluntarily, be referred to the Center by one of his teachers, or even be required for a particular course to do work in the Center. In the last instance, the student registers formally for English 010.

NON-CREDIT

STAFF

Writing

090. WRITERS' WORKSHOP — Participants submit their current creative writing and meet regularly for critical discussion of the manuscripts submitted. Offered year-round, subject to enrollment. No credit or honor points will be given toward graduation.

RIDL BOTH SEMESTERS

101. ENGLISH AS A FOREIGN LANGUAGE (EFL) — A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking the English 113 requirement or a full academic load. Credit hours to be determined by foreign students' advisor on basis of test scores; hours count as elective credit; pass/fail grade. Classroom work plus laboratory work (language laboratory and/or Academic Skills Center), as individual needs dictate.

FOUR TO NINE HOURS

POWELL BOTH SEMESTERS

113. EXPOSITORY WRITING I — This course encourages students to explore ideas through reading, discussion, and writing. The emphasis is on development of writing abilities. The area of exploration varies with individual instructors: consult department for current list. Recent topics included: Writing about Literature, Science Fiction and Fantasy, We're Only Human, Crime and Punishment, Games People Play, Signs of the Times, Classical Outposts, Mythology in Science Fiction, The Twenties, Cultures in Conflict: the Middle East, Themes in C.S. Lewis, The Search for Meaning, American Indian Points of View, American Fictional Families, Writing about Fiction, Images of Woman, Novels of Protest, and Individual Projects. Required of all freshmen. Not counted toward an English major.

FOUR HOURS

STAFF BOTH SEMESTERS

213. EXPOSITORY WRITING II — A course designed to further the student's ability to write effective expository prose. For students in any discipline. Prerequisite: English 113.

TWO HOURS

STAFF BOTH SEMESTERS

254. CREATIVE WRITING — For students who wish to practice the fictive forms of writing (short story, novel, poetry, drama). Prerequisite: English 113.

THREE HOURS

JELLEMA FALL SEMESTER

340. PLAYWRITING — Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course is offered jointly with the Theatre department (same as Theatre 240). Offered at student request, but no more frequently than every other year. Prerequisite: permission of the instructors.

THREE HOURS

RIDL FALL SEMESTER

359. APPRENTICESHIP IN WRITING — IDS 349, Apprenticeship in Writing, may be awarded up to 8 hours of English credit at the discretion of the department. This course may be taken as part of the Chicago, Philadelphia, or Washington Semester Program, or by individual arrangement through the department with a local host company or agency.

English

389. GLCA ARTS PROGRAM — The Great Lakes Colleges Association Arts Program, presently based in New York City, involves the student in a full semester study and involvement in the arts. At the discretion of the department, a portion of the credits earned in this semester may be applied toward the student's major requirements. Otherwise, the credits will be understood to constitute elective hours within the department.

SIXTEEN HOURS (MAXIMUM)

EITHER SEMESTER

454. ADVANCED CREATIVE WRITING — A seminar for those who wish to continue writing. Each student will work on a major project. Prerequisite: English 254. Offered alternate years, 1979-80.

THREE HOURS

JELLEMA

SPRING SEMESTER

Literature

231. WORLD LITERATURE I — A study of world masterpieces in translation through the Renaissance. Meets part of the Cultural Heritage requirement.

THREE HOURS

STAFF

FALL SEMESTER

232. WORLD LITERATURE II — A study of world masterpieces since the Renaissance. Meets part of Cultural Heritage requirement.

THREE HOURS

STAFF

SPRING SEMESTER

241. BLACK LITERATURE — An intensive examination of selected prose and poetry of black American authors. Offered alternate years, 1979-80.

THREE HOURS

HEMENWAY

SPRING SEMESTER

249. PRACTICAL CRITICISM — The exercise of practical criticism applied to poetry. Basic course in the English major; open to non-majors.

THREE HOURS

STAFF

BOTH SEMESTERS

250. CLASSICAL MYTHOLOGY — See description under Classics 250.

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288. THE SHORT STORY — Introduction to the short story as a form of literature.

TWO HOURS

TAYLOR

FALL SEMESTER

295. SPECIAL TOPICS — Study of an area in literature or language not covered in the regular course listings. Offered occasionally as student and teacher interest requires and scheduling permits. Topics offered during 1975-76 included Swift and Moral Satire, Short Stories of Faulkner and Welty, Voices of American Women, and The Legend of Arthur. For current year's list consult departmental office.

TWO or THREE HOURS

STAFF

301. SURVEY OF AMERICAN LITERATURE I — A chronological survey of American literature, from the beginnings to the late nineteenth century. Not open to students electing English 305.

THREE HOURS

VERDUIN

FALL SEMESTER

302. SURVEY OF AMERICAN LITERATURE II — A chronological survey of American literature from the mid nineteenth century to the present. Not open to students electing English 305. English 301 not a prerequisite.

THREE HOURS

VERDUIN

SPRING SEMESTER

English

305. MAJOR AMERICAN WRITERS — Study of selected American writers of the 19th and 20th centuries. Not open to students electing English 301 or 302.
THREE HOURS **HARRINGTON FALL SEMESTER**

311. SURVEY OF ENGLISH LITERATURE I — English literature from its beginnings to the eighteenth century.
THREE HOURS **HEMENWAY FALL SEMESTER**

312. SURVEY OF ENGLISH LITERATURE II — English literature from the Romantic period to the present. English 311 not a prerequisite.
THREE HOURS **FIKE SPRING SEMESTER**

325. CHILDREN'S LITERATURE — An introduction to the authors, illustrators, and publications in the field of children's literature. Traditional literature, representative modern writings, and award-winning books are studied in this historical context and as guides to determining principles for interpreting and evaluating juvenile books as literature. Required of majors planning on elementary teaching.
TWO HOURS **M. JELLEMA BOTH SEMESTERS**

330. THE ENGLISH NOVEL — The structure and content of the English novel from Defoe to Joyce. Alternate years, 1979-80.
THREE HOURS **PRINS SPRING SEMESTER**

332. THE AMERICAN NOVEL — American novels from Hawthorne to Faulkner.
THREE HOURS **PRINS FALL SEMESTER**

334. THE MODERN EUROPEAN NOVEL — The nineteenth and twentieth century influences on the novel from Balzac to Camus. Alternate years, 1980-81.
THREE HOURS **PRINS SPRING SEMESTER**

335. THE ENGLISH LYRIC — A critical history of the short poem in English from its beginnings in Middle English to its modern forms.
THREE HOURS **FIKE FALL SEMESTER**

338. MODERN POETRY — Study of major poets of twentieth-century England and America.
THREE HOURS **JELLEMA SPRING SEMESTER**

345. MODERN DRAMA IN ENGLISH — A study of representative English, Irish, and American drama of the twentieth century. Examination of drama as an art form and as an expression of contemporary social and personal issues. Includes writing representative of minority groups.
THREE HOURS **STAFF SPRING SEMESTER**

349. HISTORY OF LITERARY CRITICISM — Examines the major schools of Western literary critical thinking from antiquity to the present in an effort to acquaint the student with the history and method of the shapers of critical theory and technique as well as the arbiters of style and taste in literature. Prerequisite: junior or senior standing.
THREE HOURS **STAFF SPRING SEMESTER**

English

361. CHAUCER AND HIS TIMES — The course emphasizes Chaucer's poetry, with special attention given to *The Canterbury Tales* and *Troilus and Criseyde*. Knowledge of Middle English not required. Offered alternate years, 1979-80.

THREE HOURS

REYNOLDS FALL SEMESTER

363. SPENSER AND HIS TIMES — The English Renaissance in the non-dramatic literature. The course aims to study literature as an expression of the new concepts that marked the sixteenth century. Offered alternate years, 1980-81.

THREE HOURS

HUTTAR FALL SEMESTER

364. SHAKESPEARE'S PLAYS — The most important plays of Shakespeare in chronological order to show the evolution of Shakespeare as a dramatist.

THREE HOURS

COX BOTH SEMESTERS

369. MILTON — Primarily a study of Milton's poetry with some attention to his prose. Offered alternate years, 1980-81.

THREE HOURS

HUTTAR SPRING SEMESTER

372. SEVENTEENTH CENTURY — Study of representative prose, poetry and drama of seventeenth-century England, with emphasis on the earlier period. Shakespeare and Milton excluded. Offered alternate years, 1979-80.

THREE HOURS

HUTTAR SPRING SEMESTER

374. EIGHTEENTH CENTURY — English prose and poetry, 1660 to 1800, with emphasis on the satires of Dryden, Swift, and Pope. Offered alternate years, 1980-81.

THREE HOURS

SCHAKEL FALL SEMESTER

376. POETRY OF THE ROMANTIC MOVEMENT — English poetry 1783-1832: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Offered alternate years, 1979-80.

THREE HOURS

FIKE FALL SEMESTER

170 **378. THE VICTORIAN AGE** — Selected Victorian poetry and prose in the light of the social and intellectual background of the age, 1832-1901. Offered alternate years, 1979-80.

THREE HOURS

FIKE SPRING SEMESTER

395. SUMMER SEMINARS: LITERATURE — A short-term study of an area in literature or language not covered in the regular course listings. Offered in one-week concentrated summer seminars for one or two hours credit. Created for residents of Holland and the surrounding communities, but open to college students as well. Individual course titles will be announced by mid-April of each year.

ONE or TWO HOURS

STAFF SUMMER ONLY

Language

355. THE MODERN ENGLISH LANGUAGE — Examination of traditional, structural, and transformational models for analyzing the structure of contemporary American English. Recommended for prospective teachers.

THREE HOURS

REYNOLDS BOTH SEMESTERS

356. HISTORY OF THE ENGLISH LANGUAGE — Study of the principles and phenomena of language change through an examination of changing forms and meanings in English from the earliest times to the present day. Alternate years, 1980-81.
THREE HOURS **REYNOLDS SPRING SEMESTER**

Linguistics 364 may be substituted to fulfill the major requirement of a course on the English language, but will not count toward the 30 hours in the major field.

380. TEACHING OF SECONDARY SCHOOL ENGLISH — A study of and experience in applying methods of teaching grammar, discussion, literature, and composition in the secondary school. Required for Secondary Certification. Not credited toward English major or minor, unless taken as a second methods course. Should be taken after or concurrently with Education 360, and before student teaching.
THREE HOURS **TAYLOR FALL SEMESTER**

See also Education 378, Teaching English as a Second or Foreign Language, which may also be advisable for students to elect when appropriate to their special vocational goals:

385. SUMMER SEMINARS: TEACHING — A short-term study of methods of teaching secondary English in one of these areas: grammar, discussion, literature, composition. Intended for prospective and practicing secondary teachers. Available for one or two hours credit. This workshop is not a substitute for English 380, Teaching of Secondary School English. English 385 will be offered only as a one-week concentrated summer seminar. Individual course titles will be announced by mid-April of each year.
ONE or TWO HOURS **STAFF SUMMER ONLY**

Readings and Research

490. INDIVIDUAL STUDY — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates literary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).
TWO or THREE HOURS **STAFF BOTH SEMESTERS**

495. ADVANCED STUDIES — A seminar in some field designated by the instructor. Preparation and presentation of research papers are central to the course. Prerequisite: previous work in or related to the designated field. May be repeated for additional credit in a different field of study. Consult departmental office for current year's topics.
THREE HOURS **STAFF BOTH SEMESTERS**

499. READINGS IN LITERATURE — Designed to fill in gaps in knowledge of important authors and works and of major trends and patterns. Readings under tutorial supervision of an instructor assigned by department chairman. Prerequisite: departmental acceptance of application (forms available in department office).
THREE HOURS **STAFF BOTH SEMESTERS**

FOREIGN LANGUAGES AND LITERATURES

The Department of Foreign Languages and Literatures seeks to lead students to a more complete understanding of the structure and role of language in human society, to an understanding and open-minded tolerance of the culture of the people who speak a language other than their own, and to the development of the ability to communicate in a language other than their native tongue. Instruction is offered in French, German, Greek, Latin, Russian and Spanish. Some courses are primarily designed to increase fluency in speaking, reading and writing. Others stress the patterns of life and thought and the great works of literature written in that language.

Since appreciation of other cultures and fluency in the use of another language is greatly enhanced by maximum immersion in the culture and constant challenge to use the language, the department sponsors many supplementary activities, in which majors normally take an active part:

- language clubs
- special language tables in the dining halls
- language houses (German, French, and Spanish) in each of which resides a native speaking student who provides conversational leadership and tutoring
- foreign films
- semester or year abroad or summer programs, such as
 - the French semester or year program in Paris or Nantes
 - the German semester or year program in Vienna or Freiburg
 - the Spanish semester or year program in Madrid
 - the GLCA summer, semester or academic year Spanish/Social Studies program in Bogota, Colombia
 - the Hope Vienna summer program
- tutoring opportunities with children of Spanish-American background living in the community of Holland

All the faculty have traveled and studied abroad. Four of them are natives of countries other than the U.S.A.

Alumni of Hope who have specialized in foreign language study have found this field helpful in moving to a great variety of careers.

- high school and college teaching of foreign languages and literatures
- teachers of English in countries with the language of their major
- college librarian
- classical archaeologist
- translator
- business secretary for a firm with international accounts
- foreign missionary
- foreign service officer — U.S. cultural officer
- editorial assistant in a news magazine

MAJOR PROGRAMS

To meet the needs of the intended major the following programs are avail-

Foreign Languages and Literatures

able in Classical Studies (Classics, Greek and Latin), French, German, and Spanish:

1. *Language Major* — a major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.)
2. *Literature Major* — a major designed for the student whose primary interest is in literature and whose ultimate goal could be to pursue studies in a chosen literature at the graduate school level.
3. *Area Studies Major* — a major designed to provide the student with the opportunity to develop a well-coordinated, interdisciplinary program consisting of work in a chosen language together with selected courses from related areas.

(The specific requirements for each of these three majors in a given language will be found preceding the listing of the course offerings for the language.)

A teaching minor in French, German or Spanish consists of twenty credit hours of the appropriate language taken at the college level. Since not all of the courses in French, German or Spanish are equally suited to the teaching minor, the department makes the following recommendations:

1. that the teaching minor in French, German or Spanish include at least three credit hours at the 300 level;
2. that neither French, German or Spanish 200 nor French, German or Spanish 250 be included in such a minor because they are conducted entirely in English;
3. that in addition, the student take Education 384 Methods of Teaching Foreign Languages, if possible;
4. that students interested in completing a minor in French, German or Spanish seek the advice of the chairman of the Department of Foreign Languages and Literatures in selecting courses.

CORE CURRICULUM

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The French Section offers an intensive program in the French language. This program, a continuation of a pilot program funded in 1978-79 by an Exxon Impact Grant, is based upon the Dartmouth Intensive Language Model.

In Spanish, a two-track system is available to the student, permitting a choice between the traditional mode of language instruction and the intensive approach.

A National Endowment for the Humanities Grant for pilot programs in Classics and in German permits the student to enroll in a course combining intensive language instruction with the study of cultural history. These programs, entitled *The Golden Age of Greece* and *The Two Souls of Germany*, will fulfill 18 credit hours of core curriculum requirements as follows: 9 hours of Foreign Cultural Studies and 9 hours of Cultural History. For information concerning these two courses, refer to course listings IDS 123/124 and IDS 133/134.

To meet the needs of all students, the department offers courses of the following types in the various language areas:

Foreign Languages and Literatures

1. Courses designed to enable the student to communicate in a given language (labelled "audio-lingual" in the course listings)
2. Courses designed to enable a student to read a given language (labelled "reading" in the course listings)
3. Courses in English designed to acquaint the student with a foreign literature or culture (indicated by an asterisk in the course listings)

The course offerings and the descriptions of major programs follow under these headings:

Classical Studies (Classics, Greek and Latin)	
Education	Linguistics
English As A Foreign Language	Russian
French	Spanish
German	

CLASSICAL STUDIES: Classics, Greek and Latin

MR. BELL, MR. NYENHUIS, MRS. TODD

Major in Classics: In order to fulfill the requirements for a major in Classics, a student must complete thirty (30) hours of course work in Classics. These thirty hours must include: fifteen (15) hours of Latin beyond the Latin 131 level, and twelve (12) hours of Greek. A major is expected to acquire some knowledge of related fields, i.e., History and Archeology. The department will counsel the student regarding source materials available in these fields.

Major in Latin: A major designed to prepare the student for language teaching at the primary or secondary school level with emphasis upon the skills of language acquisition and upon the culture in which the Latin language evolved. This major consists of thirty (30) credit hours of courses numbered 272 or higher; these 30 hours must include Education 384, Teaching Foreign Languages.

Major in Ancient Civilization: A flexible major designed to provide a student with the opportunity to develop a well-coordinated, inter-disciplinary program in Classical Literature, History and Thought. The required thirty (30) hours must include: (a) Twelve (12) hours of college-level work in ancient language; (b) six (6) hours of Ancient History, and (c) twelve (12) hours of courses in Ancient Art, Ancient Religion, Classical Literature in Translation, Mythology, Ancient Philosophy, or Ancient History not used for (b) above. The language component is increased to twenty (20) hours of Latin for those students wishing to use this field for a teaching minor. Electives for such students are reduced to four (4) hours.

A variety of study-abroad programs is available for study in Athens, Rome, Jerusalem, or Beirut. Overseas programs should be worked out with the Classical Studies Section to insure that full credit is given.

Classics

***205. THE GREEK EXPERIENCE** — A study of the ideas and contributions of the major writers from pre-classical to Hellenistic times, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfac-

Foreign Languages and Literatures

tion of the Foreign Cultural Studies Requirement or for students admitted prior to 1978. A knowledge of Greek not required. Open to all students. Not offered, 1979-80.
THREE HOURS **STAFF** **FALL SEMESTER**

***207. THE ROMAN EXPERIENCE** — A study of the ideas and contributions of the major Roman writers from the Republican Period through the Fourth Century, with special attention given to the pertinent historical and archaeological background. May be taken in partial satisfaction of the Foreign Cultural Studies Requirement or for students admitted prior to 1978. A knowledge of Latin not required. Open to all students. Alternate years, 1980-81.
THREE HOURS **STAFF** **FALL SEMESTER**

***250. CLASSICAL MYTHOLOGY** — A study of the myths of Greece and Rome, using both secondary and original sources. A knowledge of the Latin and Greek languages not required. Open to all students.
THREE HOURS **STAFF** **SPRING SEMESTER**

***295. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES** — This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS **STAFF** **ANY SEMESTER**

***372. GREEK TRAGEDY** — An in-depth study and comparison of the complete works of Aeschylus, Sophocles, and Euripides. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years, 1979-80.
THREE HOURS **STAFF** **SPRING SEMESTER**

***374. ANCIENT EPIC** — An in-depth study and comparison of the *Iliad*, *Odyssey*, *Aeneid*, and *Metamorphoses*. A knowledge of Greek and Latin not required. Prerequisite: a 200 level course in Classics, Greek, or Latin, or permission of instructor. Alternate years, 1980-81.
THREE HOURS **STAFF** **SPRING SEMESTER**

***451. GREAT ISSUES: ANCIENT AND MODERN** — The Greeks and Romans were faced with problems similar to those we face today in such areas as religion, education, domestic and foreign policy. The course will be a seminar in which the students will compare the problems of today with those of the Classical period, analyze the solutions (or attempts) of the ancients, and in light of this, study contemporary solutions from the point of view of a liberally-educated Christian. A knowledge of Greek or Latin not required. Prerequisite: a 200 level course in Classics, Greek or Latin, or permission of instructor. Not offered 1979-80.
THREE HOURS **STAFF** **FALL SEMESTER**

***495. STUDIES IN CLASSICAL LANGUAGES AND LITERATURES** — This course is designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.
TWO or THREE HOURS **STAFF** **ANY SEMESTER**

Greek

IDS 133-134. THE GOLDEN AGE OF GREECE — Intensive introduction to the Greek

Foreign Languages and Literatures

language integrated with the study of Greek cultural history, emphasizing fifth-century Athens. See Department of Interdisciplinary Studies for complete description.

NINE HOURS/SEMESTER

TODD, NYENHUIS, JENTZ, WILSON

171. ELEMENTARY GREEK I — An introduction to the elements of *New Testament* grammar. For students with no previous study of Greek.

THREE HOURS

STAFF

FALL SEMESTER

172. ELEMENTARY GREEK II — A continuation of Greek 171. Prerequisite: Greek 171.

THREE HOURS

STAFF

SPRING SEMESTER

271. CLASSICAL GREEK — A comparison of the grammatical elements of New Testament and Classical Greek. Selected prose and poetry readings from the classical period. Prerequisite: Greek 172 or equivalent.

THREE HOURS

STAFF

FALL SEMESTER

272. NEW TESTAMENT READINGS — Selected readings from the *New Testament*. Prerequisite: Greek 172 or equivalent.

THREE HOURS

STAFF

SPRING SEMESTER

490. SPECIAL AUTHORS — Material covered to vary, depending upon the needs and desires of those who elect the course. Prerequisite: Greek 271 or permission of instructor.

TWO or THREE HOURS

STAFF

ANY SEMESTER

Latin

131. LATIN REVIEW — A refresher course designed for the student who has studied Latin previously but placed below the 200 level on the Placement Test. Prerequisite: placement or equivalent. Not offered 1979-80.

THREE HOURS

STAFF

FALL SEMESTER

171. ELEMENTARY LATIN I — An introduction to the elements of Latin grammar. For students with no previous study of Latin.

THREE HOURS

STAFF

FALL SEMESTER

172. ELEMENTARY LATIN II — A continuation of Latin 171. Prerequisite: Latin 171.

THREE HOURS

STAFF

SPRING SEMESTER

272. MEDIAEVAL LATIN — Selected readings from mediaeval authors. Prerequisite: Latin 131, 172, Placement Test or equivalent.

THREE HOURS

STAFF

SPRING SEMESTER

351. ROMAN POETRY I — Reading of selected poems of Catullus and Horace. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1980-81.

THREE HOURS

STAFF

FALL SEMESTER

352. ROMAN SATIRE — Readings from the satires of Horace and Juvenal. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1979-80.

THREE HOURS

STAFF

SPRING SEMESTER

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353. ROMAN HISTORIOGRAPHY — Selected readings from Caesar, Sallust, Livy, and Tacitus. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1979-80.
THREE HOURS **STAFF** **FALL SEMESTER**

354. ROMAN POETRY II — Selections from Lucretius, Vergil, and Ovid. Prerequisite: Latin 272 or permission of instructor. Alternate years, 1980-81.
THREE HOURS **STAFF** **SPRING SEMESTER**

362. PROSE COMPOSITION — A study of Latin idiom in the Ciceronian period, combined with practice in writing short selections in Latin. Prerequisite: one 300 level course in Latin or permission of instructor. Alternate years, 1980-81.
TWO HOURS **STAFF** **SPRING SEMESTER**

490. SPECIAL AUTHORS — Material covered to vary, depending on the needs and desires of those who elect the course. Prerequisite: Latin 272 or permission of instructor.
TWO or THREE HOURS **STAFF** **ANY SEMESTER**

Education

MS. McCARTHY, MR. POWELL

378. TEACHING ENGLISH AS A SECOND OR FOREIGN LANGUAGE — See Education 378.
TWO HOURS **POWELL** **SPRING SEMESTER**

384. TEACHING FOREIGN LANGUAGES — Required of French, German, Latin or Spanish majors seeking secondary certification. See Education 384.
TWO HOURS **McCARTHY** **FALL SEMESTER**

English As A Foreign Language

MR. POWELL

ENGLISH 101. ENGLISH AS A FOREIGN LANGUAGE (EFL) — A special course for foreign students who need improvement in English language proficiency. Emphasis is placed on improvement in speaking, comprehension, reading, and writing. Normally required of foreign students before taking English 113 and a full academic load. Credit hours to be determined by foreign students' advisor; hours count as elective credit. Classroom work plus required laboratory work (language laboratory and skills center), as individual needs dictate.
FOUR to NINE HOURS **POWELL** **FALL SEMESTER**

French

MR. CREVIERE, MS. McCARTHY, MS. VICKERS.

Major

A major program designed for the student who wishes to acquire a thorough linguistic preparation combined with an extensive background in French culture and literature. This major will permit the student to prepare for advanced literary studies, for secondary level teaching or for other forms of

Foreign Languages and Literatures

employment in which linguistic skills and cultural awareness are useful.

The French Major consists of 24 credit hours of courses numbered 275 or higher and must include one 400 level literature course and one 400 level course in civilization. Students planning to study in France must take two 400 level courses upon their return. A maximum of 16 credit hours in French from off-campus study may be applied toward the major.

Students preparing to teach at the secondary level are advised that the State of Michigan requires both Education 384 and 30 hours of credit in French or the equivalent thereof through CLEP in order to obtain certification. Students are strongly encouraged to include among those 30 hours Linguistic 364. Students wishing to pursue graduate level study in French literature should take FR493 during their senior year.

Students interested in a French Area Studies Major should investigate options through the Composite Major Program or the Contract Curriculum.

FRENCH 115. INTENSIVE FRENCH I — An audio-lingual course for beginners in French, of which the primary objective is to enable the student to acquire a comfortable communication knowledge of French in four skills: understanding, speaking, reading and writing. Students meet daily in a Master Class and again in a Review and Reinforcement Class; daily laboratory work is also required. Conducted primarily in French.

FIVE HOURS

STAFF FALL SEMESTER

FRENCH 215. INTENSIVE FRENCH II — Continuation of French 115. An audio-lingual course of which the primary objective is to enable the student to acquire a comfortable communication knowledge of French with added emphasis upon reading and writing skills. Students meet daily in a Master Class and again in a Review and Reinforcement Class; daily laboratory work is also required. Conducted primarily in French. Prerequisite: French 115 or placement.

FIVE HOURS

STAFF SPRING SEMESTER

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***200. FRENCH LITERATURE IN TRANSLATION** — Reading of selected masterpieces of French literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement for students admitted prior to 1978. Readings and discussions in English. No knowledge of French required. Open to all students. Not offered 1979-80.

THREE HOURS

STAFF FALL SEMESTER

230. FRENCH CONVERSATION — A course designed to develop aural and oral skills. Conducted entirely in French. Prerequisite: French 212, 215, placement, or equivalent. Not offered 1979-80.

THREE HOURS

STAFF SPRING SEMESTER

***250. THE FRENCH WORLD TODAY** — A study of contemporary French culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of French required. Open to all students.

THREE HOURS

VICKERS SPRING SEMESTER

Foreign Languages and Literatures

275. ADVANCED SKILLS AND RHETORIC — A course designed to focus on systematic examination of syntactical and semantic choices as the basis for grammar review and introduction to advanced grammar subtleties. The four major skills of language will be studied; emphasis will be placed on reading and writing and the introduction to the principles of French rhetoric in preparation for the more advanced levels. Conducted primarily in French. Prerequisite: 215, placement, or equivalent.

THREE HOURS

STAFF FALL SEMESTER

295. STUDIES IN FRENCH LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

299. APPRENTICE TEACHING INTERNSHIP — A practical and contractual internship in the study and use of the methods and techniques of teaching intensive audio-lingual French. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary French for one hour a day, five days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in French, participation in the training workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit.

TWO HOURS

CREVIERE FALL SEMESTER

310. ADVANCED COMPOSITION AND STYLISTICS — A comprehensive study of French stylistics with emphasis on the development of writing competence in French through analysis of and exercise in various writing styles. Conducted entirely in French. Prerequisite: 275, placement or equivalent.

THREE HOURS

McCARTHY SPRING SEMESTER

330. ADVANCED FRENCH CONVERSATION — A course designed to develop aural and oral competency in French. Conducted entirely in French. Prerequisites: French 275, placement, or equivalent.

THREE HOURS

VICKERS FALL SEMESTER

370. INTRODUCTION TO FRENCH LITERATURE — A study of major literary works of France, with special emphasis on analytical approaches to the major literary genres. Required of all French majors. Conducted entirely in French. Prerequisites: French 275, or placement, or equivalent.

THREE HOURS

CREVIERE, MCCARTHY SPRING SEMESTER

399. APPRENTICE TEACHING INTERNSHIP — A practical and contractual internship in the study and use of the methods and techniques of teaching intensive audio-lingual French. In addition to class discussions, each Apprentice Teacher will teach one Review and Reinforcement section of elementary French 215 for one hour a day, five days a week for the entire semester under the supervision of a Master Teacher and the Program Director. Prerequisite: sufficient proficiency in French, participation in the training workshop and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit, but may be counted only once as a part of a French major.

TWO HOURS

CREVIERE SPRING SEMESTER

450. PRE-REVOLUTIONARY FRANCE — A study of French civilization from beginnings to 1789. Conducted entirely in French. Prerequisite: 310, placement or equivalent.

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lent. Alternate years, 1979-80.

THREE HOURS

VICKERS

FALL SEMESTER

451. MODERN FRANCE — A study of French civilization from the First to the Fifth Republic. Conducted entirely in French. Prerequisite: 310, placement or equivalent. Alternate years, 1979-80.

THREE HOURS

VICKERS

SPRING SEMESTER

460. THE ART OF TRANSLATION — A course designed to develop skills and techniques of translation from French to English and English to French. Prerequisite: 310 and permission of instructor. Alternate years, 1980-81.

THREE HOURS

CREVIERE

FALL SEMESTER

461. FRENCH POETS, POETRY AND POETICS — A treatment of the evolution of French poetry from the Middle Ages to the present with an emphasis on the nineteenth and the twentieth centuries. Conducted entirely in French. Prerequisites: 310 and 370 or permission of instructor. Alternate years, 1980-81.

THREE HOURS

CREVIERE, McCARTHY

FALL SEMESTER

462. THE DEVELOPMENT OF THE FRENCH NOVEL — A treatment of the evolution of the French novel from Rabelais to Butor with special emphasis on the novel of the nineteenth and the twentieth centuries. Conducted entirely in French. Prerequisite: 310 and 370, or permission of instructor. Alternate years, 1980-81.

THREE HOURS

CREVIERE, McCARTHY

SPRING SEMESTER

463. FRENCH THEATRE — A study of French dramatic art from the Middle Ages to the present. Emphasis will be placed upon classical, romantic and modern theatre. Conducted entirely in French. Prerequisite: 310 and 370, or permission of instructor. Alternate years, 1979-80.

THREE HOURS

CREVIERE, McCARTHY

SPRING SEMESTER

490. SPECIAL PROBLEMS IN FRENCH — Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman

TWO or THREE HOURS

STAFF

BOTH SEMESTERS

493. SPECIAL FRENCH STUDIES — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in French and permission of department chairman.

THREE HOURS

STAFF

BOTH SEMESTERS

495. STUDIES IN FRENCH LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

ANY SEMESTER

German

MR. DEHAAN, MR. DORNEMANN, MRS. STRAND

MAJORS:

1. German Language Major.

A major designed for the student whose goal is the acquisition of lan-

Foreign Languages and Literatures

guage skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The German Language Major consists of 30 credit hours of courses numbered 210 or higher; these courses must include: German 211, 212, 230, 250, 310, 330, 350, 370, and Linguistics 364.

2. *German Literature Major.*

A major designed for the student whose primary interest is German literature and whose ultimate goal could be to pursue studies in German literature at the graduate-school level. The German Literature Major consists of 24 hours of German courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *Germanic Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the Germanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in German together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Germanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Germanic Area Studies Major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of German courses beyond the 210 level and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from a department or departments other than German; none of these courses may be counted as part of another major.

The prospective German Area Studies Major student will with his/her departmental major advisor design a proposed course of study which will follow the above-established guidelines and which will be best suited to the student's individual needs. The proposed course of study will include a statement of rationale which will show how each non-German course is related to the whole. The proposed course of study will then be submitted to the German Section of the Department for final approval. The Department is under no obligation to accept such a proposed study which is submitted after the student has completed a semester or more of foreign study.

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It is recommended that students who intend to teach German in secondary schools choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

IDS 123-124. TWO SOULS OF GERMANY — An integrated language and culture program focusing on Germany from the Age of Goethe to the collapse of the Weimar Republic. See Department of Interdisciplinary Studies for complete description.

NINE HOURS/SEMESTER DORNEMANN, FRIED, WESTPHAL, WILSON

Foreign Languages and Literatures

111. AUDIO-LINGUAL GERMAN I — An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing German. German 111-112 or German 131 is the most appropriate track for the general student and for the potential language or literature major or minor. Conducted largely in German. For students with no previous study in German.

THREE HOURS

STAFF FALL SEMESTER

112. AUDIO-LINGUAL GERMAN II — A continuation of German 111. Conducted largely in German. Prerequisite: German 111 or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

131. AUDIO-LINGUAL GERMAN REVIEW — An audio-lingual refresher course designed for the student who has studied German previously but placed below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing German. Conducted largely in German. Prerequisite: placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

171. READING GERMAN I — A course designed to lead to the acquisition of reading skill only. German 171-172 is the most appropriate track for the student who plans to use German as a research tool in his major and/or in preparation for language examinations in graduate school. This track may also be used as part of a German Area Studies Major. Conducted in English. For students with no previous study of German. Alternate years, 1980-81.

THREE HOURS

STAFF FALL SEMESTER

172. READING GERMAN II — A continuation of German 171. Conducted in English. Prerequisite: German 171 or equivalent. Alternate years, 1980-81.

THREE HOURS

STAFF SPRING SEMESTER

***200. GERMAN LITERATURE IN TRANSLATION** — Reading of selected masterpieces of German literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement. Readings and discussion in English. No knowledge of German required. Open to all students.

THREE HOURS

STAFF SPRING SEMESTER

211. AUDIO-LINGUAL GERMAN III — A study of pronunciation and grammar; intensive and extensive reading; dictation, conversation, and composition. Conducted in German. Prerequisite: German 112, 131, placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

212. AUDIO-LINGUAL GERMAN IV — Reading in Germanic literature, history, and culture. Conversation and composition, with required supplementary readings. Conducted in German. Prerequisite: German 211, placement or equivalent.

THREE HOURS

STAFF FALL SEMESTER

230. GERMAN CONVERSATION — A course designed to develop aural and oral skills. Conducted entirely in German. Prerequisite: any one of following: German 112, 131, 172, placement, or equivalent. It is strongly recommended that German 211 be taken before or concurrently with German 230.

THREE HOURS

STAFF BOTH SEMESTERS

Foreign Languages and Literatures

***250. THE GERMANIC WORLD TODAY** — A study of contemporary Germanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures and discussions in English. No knowledge of German required. Open to all students.

THREE HOURS

STAFF FALL SEMESTER

295. STUDIES IN GERMANIC LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION — A comprehensive study of German grammar, with extensive work in composition. Conducted in German. Prerequisite: German 210 and either German 230 or 211-212, or placement, or equivalent. Alternate years, 1979-80.

THREE HOURS

STAFF FALL SEMESTER

330. ADVANCED GERMAN CONVERSATION — A course designed to develop aural and oral competency in German. Conducted entirely in German. Prerequisite: German 230 and either German 210 or 211-212, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF GERMANIC CIVILIZATION — A study of the origins, development and significance of various aspects of Germanic civilization. Conducted entirely in German. Prerequisite: German 210, 230 and 211-212, or placement, or equivalent. Alternate years, 1980-81.

THREE HOURS

STAFF FALL SEMESTER

370. INTRODUCTION TO GERMAN LITERATURE — A study of major literary works of Germany, Austria, and Switzerland, with special emphasis on a variety of literary genres. Required of all German majors. Conducted entirely in German. This course may be taken by students admitted prior to 1978. Prerequisite: German 210, 230 and 211-212, or placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

471. GERMAN LITERATURE FROM THE MIDDLE AGES TO GOETHE — A study of German literature including heroic epics, courtly epics, Baroque, Enlightenment, and Classicism (Lessing, Goethe, Schiller). Prerequisite: German 370 or permission of instructor. Every third year, 1981-82.

THREE HOURS

STAFF FALL SEMESTER

472. GERMAN LITERATURE OF THE EARLY 19TH CENTURY — The Romantic Rebellion, 1790-1830. (Novalis, Tieck, Brentano, E. T. A. Hoffmann, Kleist.) Prerequisite: German 370 or permission of instructor. Every third year, 1980-81.

THREE HOURS

STAFF SPRING SEMESTER

473. GERMAN LITERATURE OF THE LATE 19TH CENTURY — From the Bourgeois Era to the Industrial Revolution, 1830-1890. (Heine, Buechner, Droste-Huelshoff, Hebbel, Moerike, Stifter, Storm, Keller, Meyer, Fontane). Prerequisite: German 370 or permission of instructor. Every third year, 1981-82.

THREE HOURS

STAFF FALL SEMESTER

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474. GERMAN LITERATURE OF THE EARLY 20TH CENTURY — From Naturalism to Expressionism, 1890-1930. (Hauptmann, Wedekind, George, Hofmannsthal, Rilke, Schnitzler, Mann, Musil, Kaiser, Kafka). Prerequisite: German 370 or permission of instructor. Every third year, 1980-81.

THREE HOURS

STAFF SPRING SEMESTER

475. GERMAN LITERATURE FROM THE THIRD REICH TO THE PRESENT — (Brecht, Boell, Grass, Frisch, Duerrenmatt, Zuckmeyer, and writers from East Germany). Prerequisite: German 370 or permission of instructor. Every third year, 1979-80.

THREE HOURS

STAFF SPRING SEMESTER

476. GENRES IN GERMAN LITERATURE — A specialized study of representative works in novelle, drama, and poetry, designed to introduce students to the basic tools of research in German Literature. Prerequisite: German 370 or permission of instructor. Every third year. Not offered 1979-80.

THREE HOURS

STAFF SPRING SEMESTER

490. SPECIAL PROBLEMS IN GERMAN — Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: one 400 level course in German and permission of department chairman.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

493. SPECIAL GERMAN STUDIES — Preparation for a comprehensive examination in the major field. Prerequisite: Permission of department chairman.

THREE HOURS

STAFF BOTH SEMESTERS

495. STUDIES IN GERMAN LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

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Linguistics

MR. POWELL

295. STUDIES IN LINGUISTICS — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

364. INTRODUCTION TO DESCRIPTIVE LINGUISTICS — An introduction to the science of general and descriptive linguistics, with a consideration of problems and methods of the phonemic, morphemic and syntactical analysis of languages. Prerequisite: Junior standing or permission of the instructor.

THREE HOURS

POWELL FALL SEMESTER

Russian

MR. PENROSE

171. READING RUSSIAN I — A course designed to lead to the acquisition of reading

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skill only. Conducted in English. For students with no previous study of Russian. Alternate years, 1979-1980.

THREE HOURS

PENROSE FALL SEMESTER

172. READING RUSSIAN II — A continuation of Russian 171. Conducted in English. Prerequisite: Russian 171, placement, or equivalent. Alternate years, 1979-1980.

THREE HOURS

PENROSE SPRING SEMESTER

Spanish

MR. AGHEANA, MRS. SEARLES, MR. WELLER

MAJORS:

1. *Spanish Language Major.*

A major designed for the student whose goal is the acquisition of language skills and a knowledge of the particular culture in which the particular language evolved. (This major is recommended for students who desire a career in primary or secondary education in foreign languages.) The Spanish Language Major consists of 30 credit hours of courses numbered 211 or higher; these courses must include: either Spanish 211-212 or 215, plus 250, 310, 330, 350, 370 and Linguistics 364.

2. *Hispanic Literature Major.*

A major designed for the student whose primary interest is Hispanic literature and whose ultimate goal could be to pursue studies in Hispanic literature at the graduate-school level. The Hispanic Literature Major consists of 24 hours of Spanish courses numbered 310 or higher including 493 and at least 15 hours of courses in literature (a maximum of 12 of the credit hours in literature will be accepted from study abroad). In addition, Classics 250 and English 349 are required.

3. *Hispanic Area Studies Major.*

Viewed essentially, although not exclusively, as a component of a double major, the Hispanic Area Studies Major provides the student with the opportunity to develop a well-coordinated, inter-disciplinary second concentration consisting of substantive work in Spanish together with selected courses from related areas. This Area Studies Major can reinforce the primary major. For the prospective teacher the Hispanic Area Studies Major provides considerably more than the traditional minor by allowing for an in-depth area consolidation built around the 20 hour language teaching minor. The Hispanic Area Studies major consists of 30 credit hours of courses which must include:

- a) a minimum of 15 credit hours of Spanish courses numbered 211 or higher and of which at least 6 credit hours must be at the 300 level or higher;
- b) a maximum of 15 credit hours of related courses from a department or departments other than Spanish; none of these courses may be counted as part of another major.

The prospective Spanish Area Studies Major student will with his/her departmental major advisor design a proposed course of study which will follow the above-established guidelines and which will be best suited to the student's individual needs. The proposed course of study will then be submitted to the Spanish Section of the Department for final approval. The Department is under no obligation to accept such a proposed study

Foreign Languages and Literatures

which is submitted after the student has completed a semester or more of foreign study.

It is recommended that students who intend to teach Spanish in secondary school choose a teaching minor or Area Studies Major in another foreign language. All qualified majors are urged to include some foreign study experience in their major program.

111. AUDIO-LINGUAL SPANISH I — An audio-lingual course designed to develop four skills: understanding, speaking, reading and writing Spanish. Conducted largely in Spanish. For students with no previous study of Spanish.

THREE HOURS

STAFF

FALL SEMESTER

112. AUDIO-LINGUAL SPANISH II — A continuation of Spanish 111. Conducted largely in Spanish. Prerequisite: Spanish 111 or equivalent.

THREE HOURS

STAFF

SPRING SEMESTER

115. INTENSIVE SPANISH I — Spanish 115-215 is a two-semester course sequence for beginners in Spanish. Its primary objective is to enable the student to acquire a comfortable communication knowledge of Spanish in four skills: understanding, speaking, reading, and writing. Students meet daily in a Master Class and again in a Drill Class. Daily language laboratory work is required. Conducted largely in Spanish. Not open to students who have completed Spanish 111, 112, or 131. The successful completion of the sequence Spanish 115-215 satisfies the entire Foreign Cultural Studies core requirement. Students who complete only Spanish 115 are considered to have fulfilled only Component B of the requirement.

FIVE HOURS

STAFF

FALL SEMESTER

131. AUDIO-LINGUAL SPANISH REVIEW — An audio-lingual refresher course designed for the student who has studied Spanish previously but places below the 200 level on the Placement Test. Development of four skills: understanding, speaking, reading and writing Spanish. Conducted largely in Spanish. Prerequisite: placement or equivalent.

THREE HOURS

STAFF

FALL SEMESTER

***200. HISPANIC LITERATURE IN TRANSLATION** — Reading of selected masterpieces of Hispanic literature in English translation. Special attention given to the study of a variety of literary genres. This course may be taken in partial satisfaction of the Foreign Cultural Studies Requirement. Readings and discussion in English. No knowledge of Spanish required. Open to all students.

THREE HOURS

STAFF

SPRING SEMESTER

211. AUDIO-LINGUAL SPANISH III — A study of pronunciation and grammar; intensive and extensive reading, dictation, conversation, and composition. Students meet three days per week in a Master Class and again in a Drill Class. Laboratory work is also required. Prerequisite: Spanish 112, 131, placement or equivalent. Not open to students who have completed Spanish 115 or Spanish 215. Conducted in Spanish. Successful completion of Spanish 211 satisfies the entire Foreign Cultural Studies core requirement.

THREE HOURS

WELLER

FALL SEMESTER

212. AUDIO-LINGUAL SPANISH IV — Reading, conversation, and composition, with required supplementary readings. Students meet three days per week in a Master

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Class and two days per week in a Drill Class. Laboratory work is also required. Prerequisite: Spanish 211, placement, or equivalent. Not open to students who have completed Spanish 215. Conducted in Spanish.

THREE HOURS

WELLER SPRING SEMESTER

215. INTENSIVE SPANISH II — A continuation of Spanish 115. Students meet daily in a Master Class and again in a Drill Class. Daily language laboratory work is required. Conducted largely in Spanish. Prerequisite: Spanish 115. Not open to students who have completed Spanish 111, 112, 131, 211, or 212. Successful completion of Spanish 215 satisfies the entire Foreign Cultural Studies core requirement.

FIVE HOURS

STAFF SPRING SEMESTER

***250. THE HISPANIC WORLD TODAY** — A study of contemporary Hispanic culture, including economic, political, sociological and creative forces and their influence in today's world. Readings, lectures, and discussions in English. No knowledge of Spanish required. Open to all students.

THREE HOURS

STAFF FALL SEMESTER

295. STUDIES IN HISPANIC LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

299. APPRENTICE TEACHING INTERNSHIP — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish 115 Intensive Spanish I. Class meets five days per week. In addition to class discussions, each Apprentice Teacher will teach one Drill Class daily under the supervision of the Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish, participation in the Training Workshop, and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit, but may be counted only once as part of a Spanish major.

TWO HOURS

WELLER & CREVIERE FALL SEMESTER

310. ADVANCED GRAMMAR AND COMPOSITION — A comprehensive study of Spanish grammar, with extensive work in composition. Conducted in Spanish. Prerequisite: Spanish 212 or Spanish 215, or placement, or equivalent. Alternate years, 1979-1980.

THREE HOURS

STAFF FALL SEMESTER

330. ADVANCED SPANISH CONVERSATION — A course designed to develop aural and oral competency in Spanish. Conducted entirely in Spanish. Prerequisite: Spanish 212 or Spanish 215, placement, or equivalent.

THREE HOURS

STAFF SPRING SEMESTER

350. THE DEVELOPMENT OF HISPANIC CIVILIZATION — A study of the origins, development and significance of various aspects of Hispanic civilization. Conducted entirely in Spanish. Prerequisite: Spanish 212 or Spanish 215, or placement, or equivalent. Alternate years 1980-81.

THREE HOURS

STAFF FALL SEMESTER

370. INTRODUCTION TO HISPANIC LITERATURE — A study of major literary works of Spain and Latin America, with special emphasis on a variety of literary genres. Required of all Spanish majors. Conducted entirely in Spanish. Prerequisites: Spanish

Foreign Languages and Literatures

212 or Spanish 215, or placement, or equivalent.
THREE HOURS

STAFF SPRING SEMESTER

399. APPRENTICE TEACHING INTERNSHIP — A practical and contractual internship in the study and use of the methods and techniques of teaching Spanish 215 Intensive Spanish II. Class meets five days per week. In addition to class discussions, each Apprentice Teacher will teach one Drill Class daily under the supervision of a Master Teacher and the Program Director. Prerequisites: sufficient proficiency in Spanish; participation in the Training Workshop, and selection by jury as an Apprentice Teacher. This course may be repeated for additional credit, but may be counted only once as part of a Spanish major.

TWO HOURS

WELLER & CREVIERE SPRING SEMESTER

471. SPANISH DRAMA AND POETRY OF GOLDEN AGE — Dramatic works of Lope de Vega, Ruiz de Alarcon, Tirso de Molina, Calderon de la Barca, and others; poetic works of the mystics, Herrera, Fray Luis de Leon, Gongora, Quevedo, and others. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1981-82.

THREE HOURS

STAFF FALL SEMESTER

473. SPANISH PROSE OF THE GOLDEN AGE — The picaresque novel, minor genres of the novel; Cervantes, the short novel; history and essay; *La Celestina*. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1979-80.

THREE HOURS

STAFF SPRING SEMESTER

474. 19TH CENTURY SPANISH LITERATURE — Romanticism and realism in prose and poetry, with special emphasis on the theatre and the development of the regional novel. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1980-81.

THREE HOURS

STAFF FALL SEMESTER

476. CONTEMPORARY SPANISH LITERATURE — The Generation of 1898, and the contemporary novel, drama and poetry. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1980-81.

THREE HOURS

STAFF SPRING SEMESTER

478. MODERN SPANISH-AMERICAN LITERATURE — A study of Spanish-American literature with emphasis on Modernismo and contemporary movements. Prerequisite: Spanish 370 or permission of instructor. Every third year, 1981-82.

THREE HOURS

STAFF SPRING SEMESTER

490. SPECIAL PROBLEMS IN SPANISH — Individual study under the direction of an instructor designated by the chairman of the department in one of the following areas: literature, language, civilization, or methodology. This course may be repeated once. Prerequisite: permission of department chairman.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

493. SPECIAL SPANISH STUDIES — Preparation for a comprehensive examination in the major field. Prerequisite: one 400 level course in Spanish and permission of department chairman.

THREE HOURS

STAFF BOTH SEMESTERS

495. STUDIES IN HISPANIC LANGUAGE AND LITERATURE — A course designed to allow a professor to teach in an area of his special interest and experience. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF ANY SEMESTER

GEOLOGY

MR. THARIN, CHAIRMAN; MR. REINKING

The Department of Geology has an established reputation of excellence. In recent years graduating seniors were accepted at California Institute of Technology, Harvard, Massachusetts Institute of Technology, Princeton, Stanford, Yale, and other graduate schools of high standing.

The Department of Geology maintains active teaching and research programs in environmental geology, land use, oceanography, structural geology and paleontology. Research on Lake Michigan has resulted in publication of student papers and has brought together students and faculty from the departments of Biology, Chemistry, and Geology to work on problems of joint concern. Presently students are involved in research with geology faculty members in other areas as well. They include:

- examination of glacial, volcanic, and stream deposits in Colorado
- comparison of reef ecology in Devonian age reefs of Michigan and modern reefs of the West Indies
- land use and environmental mapping in and near the City of Holland
- the feasibility of beach nourishment at Holland Harbor
- computer simulation of overthrust faulting
- mapping glacial deposits in vicinity of Holland
- fracture orientation in rocks of the Michigan Basin

The Geology research laboratories are well-equipped and contain X-ray diffraction and X-ray fluorescence apparatus, an electron microscope, exploration seismograph, an earth resistivity-conductivity unit and drilling equipment suitable for study of the shallow subsurface.

Field study is an important part of training in geology and many field trips are taken every year. Each May term an introductory course in geology is offered in the Colorado Rockies which combines back-packing and geology partly above timberline. In addition, a five-week geology field camp is offered in Colorado for geology majors. 189

Two other courses, Geology in Jamaica and Geology of the West Indies are offered in May term for students interested in research applied to the tropical reef environment or to examining the evolution of island arcs.

Geologists study the materials of the earth and the processes and agents which act to change these materials. The physics of rock deformation, the origin and location of ore deposits, the spreading of the ocean floor, continental drift, plate tectonics, the chemistry of sea water, the origin of the earth and of life, the use of land geologically suitable for home and factories, are areas of contemporary research by geologists. As the study of the earth is inter-disciplinary in nature, the professional geologist must be competent in mathematics and the natural sciences. Accordingly, strong minors in other science departments and interdepartmental or composite majors are encouraged.

Geology

MAJOR*: The minimum requirement for a geology major at Hope College is 25 hours of geology and one year of an allied science (biology, chemistry, or physics). The courses selected to comprise the 25 hours depend on the educational objectives of the student but must have approval of the chairman. All geology majors are urged whenever possible, to begin their course of study with Geology 115 or 201 and Geology 102. The next course for a geology major will commonly be Geology 241 followed by courses that fit the educational goals of the student.

The student who plans to be a professional geologist will usually follow a more rigorous curriculum than the student who has an avid interest in geology but who does not plan to be a professional geologist. The following curricula are suggested:

NON-PROFESSIONAL GEOLOGIST: The minimum requirement is twenty-five hours of geology excluding Geology 246. Only one of the following may apply toward the major: 101, 115, or 201, also, only 108-9 or 116-7 may be counted toward the major. One year (8 hours) of allied science is required as is participation in at least one annual spring field trip.

PRE-PROFESSIONAL GEOLOGIST: The minimum requirement for the pre-professional geologist is twenty-nine hours numbered above 200 (excluding 201 and 246). These courses must include Geology 241, 242, 251, 295, 332, 351, 453 and 454. One annual spring field trip is required and participation in the Field Camp course is strongly recommended. The pre-professional geologist must also take Mathematics 135, 136 and 235; Physics 121, 122, 141, 142; Chemistry 111, 113, 114 and 121. Biology 111, 112 and 113 may with permission of the chairman, be substituted for Physics.

Because geologists thoroughly trained in physics or chemistry are at the forefront of exciting research developments in the earth sciences and are aggressively recruited by graduate schools, geology-physics and geology-chemistry composite majors have been developed for those students who wish to pursue a career in geophysics and geochemistry.

190 **GEOLOGY-CHEMISTRY COMPOSITE MAJOR:** for additional information please refer to page 92.

GEOLOGY-PHYSICS COMPOSITE MAJOR: This was the first composite major established in the sciences at Hope College. It has been very successful. Students who graduate with the composite major are in great demand and have been accepted in the top graduate schools in the United States. For additional information please turn to page 91.

EARTH SCIENCE TEACHERS: The Michigan Certification Code requires that prospective high school teachers elect 30 or more hours of courses in geology and a minor of 20 hours in a discipline or 24 hours in an area. An area minor including courses in biology, physics, and chemistry, is recommended and will be developed on an individual basis with each student.

101. GENERAL GEOLOGY — An introduction to geology, stressing the materials of the crust, the nature and architecture of the earth's interior and crust, the processes

*Also see Science Major under the Degree Program (page 91-92).

Geology

which work to change the crust and the geologic evolution of the continents. Three lectures and one two-hour laboratory each week. One or more Saturday field trip may be required.

FOUR HOURS

THARIN FALL SEMESTER

102. GEOLOGICAL EVOLUTION OF NORTH AMERICA — A study of the physical and biological development of North America which has occurred in the last 4.5 billion years. Three lectures and one laboratory each week. One or more Saturday field trip may be required.

FOUR HOURS

STAFF SPRING SEMESTER

108. ENVIRONMENTAL GEOLOGY — A study of the relationship between man and his geological habitat. Problems that society faces in using the earth will be examined. For example, earth processes (earthquakes, floods, land slides, volcanism) earth resources (metals, water, hydrocarbons), engineering properties of geological materials and land use in urban development will be stressed. May be taken without the laboratory.

THREE HOURS

THARIN SPRING SEMESTER

109. ENVIRONMENTAL GEOLOGY LABORATORY — A course designed to accompany Geology 108 and to familiarize the student with contemporary problems in the environment using the tools of the geologist. Several laboratories may be held in the field examining problems and collecting data and materials for analysis. Prerequisite: Geology 108 (may be taken concurrently).

ONE HOUR

THARIN SPRING SEMESTER

115. PHYSICAL GEOLOGY — An introductory course in geology designed chiefly for science and mathematics majors. The physical and chemical development of the earth, and processes acting to change the earth's surface will be stressed. The course will consist of two parts, the first using seafloor spreading and plate tectonics as the unifying theme, and the second part devoted to the smaller-scale processes which act to modify the earth's surface. Three lectures and one three-hour laboratory or field trip each week. One or more Saturday field trips will be required. Prerequisite: consent of instructor. (Will not be offered in 1979-80.)

FOUR HOURS

THARIN SPRING SEMESTER

116. OCEANOLOGY AND LIMNOLOGY — An introduction to the natural processes in oceans and large lakes. Waves, currents, chemical and physical characteristics of water masses, biological productivity, geology and sedimentary activity will be studied. A portion of the course will be devoted to the natural history and geography of the Great Lakes. May be taken without the laboratory.

THREE HOURS

THARIN FALL SEMESTER

117. OCEANOLOGY AND LIMNOLOGY LABORATORY — A course designed to accompany Geology 116 and to familiarize the student with the processes active in large bodies of water. Several laboratories will be held on Lakes Macatawa and Michigan and along their shores. Prerequisite: Geology 116 (may be taken concurrently). Will not be offered in 1979-80.)

ONE HOUR

FALL SEMESTER

101. GEOLOGY IN COLORADO — An introductory course designed to acquaint both majors and non-majors with geologic features and processes as they can be ob-

Geology

served in Colorado. Emphasized will be topics such as erosion and deposition by rivers, glaciers and wind, the study of minerals, rocks, and ore deposits, and the development of geologic structure. Fifteen days will be spent in the field at a camp near Salida in Colorado's Sawatch Mountains. No prerequisites.

FOUR HOURS **REINKING MAY**

241. MINERALOGY — An introduction to the crystallography and crystal chemistry of minerals with emphasis on the rock forming silicates. Laboratory periods will be devoted to the study of minerals by various methods, including X-ray techniques. Three lectures and one three-hour laboratory per week. Prerequisite: One semester of chemistry (may be taken concurrently) or consent of instructor.

FOUR HOURS **REINKING FALL SEMESTER**

242. OPTICAL MINERALOGY — The study of the optical properties of crystalline and noncrystalline materials with emphasis on minerals. The course will stress the use of polarized light and the petrographic microscope for the identification of materials and the determination of their properties. (1 lecture and 2 labs per week will not be offered in 1979-80.)

THREE HOURS **REINKING SPRING SEMESTER**

235. STUDIES IN LAND USE — An examination of the concept of land use planning and the role of scientists in the planning process. Planning based on the natural capabilities of the land will be emphasized and those geologic characteristics which influence man's use of the land will be discussed. The course will also examine the role of scientists in the planning process and their responsibilities both as scientists and citizens. Laboratory will involve case studies of several areas.

THREE HOURS **REINKING FALL SEMESTER**

246. CHEMISTRY AND GEOLOGY FOR ELEMENTARY TEACHERS — A course designed to introduce the prospective elementary school teacher to the geological and chemical sciences appropriate to elementary education. Topics include materials of the earth, processes which act to change the earth's surface, and an examination of the atmosphere and weather, concepts of chemical reactions and physical and chemical properties of matter. This course is open only to prospective elementary teachers and they are expected to elect this course to fulfill a portion of their college science requirement unless excused by the chairman of the Education Department. Same as Chemistry 246. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None.

FIVE HOURS **THARIN SPRING SEMESTER**

251. STRUCTURAL GEOLOGY — The study of rock deformation stressing the nature origin, analysis and classification of deformed rocks. Three hours of lecture and one three-hour laboratory each week. One or more weekend field trips may be required. Prerequisites: Geology 101, 115 or 201 and Mathematics 121 or 131. (Will not be offered in 1979-80.)

FOUR HOURS **SPRING SEMESTER**

295. TOPICS IN GEOLOGY — An investigation in depth of a series of topics selected to give additional perspective to the geology major. Clear writing and oral presentation will be stressed. Two lectures and one three-hour laboratory. Required of all geology majors.

THREE HOURS **STAFF FALL SEMESTER**

332. PETROLOGY AND PETROGRAPHY — An introduction to the study of the igneous and metamorphic rocks. Mineral composition, texture, occurrence and association, petrogenesis and classification of the rock clans will be stressed in lecture. Laboratory periods will be devoted to hand specimen and thin section examination of rocks. Two lectures and one three-hour laboratory each week. Prerequisites: Geology 241, 242 and either Geology 101, 115, or 201.

THREE HOURS

REINKING

SPRING SEMESTER

341. REGIONAL FIELD STUDY — An investigation in the field of the general geology of an area such as the Mississippi Valley, the Southern Appalachians, the Gulf Coastal Plain, the Colorado Plateau, or the island of Jamaica, etc. One or more hours of lecture will be held each week prior to study in the field. Entire spring vacation or an extended period in the summer will be spent in the field. Final report required. Prerequisites: Geology 101 or 115 and consent of instructor.

ONE to THREE HOURS

THARIN

SPRING SEMESTER

351. INVERTEBRATE PALEONTOLOGY — An introduction to the study of the fossil invertebrate phyla. Morphology, taxonomy, and ecology of fossils will be stressed and living representatives of the phyla will be used for comparison. Three lectures and three hours of laboratory each week. One or more Saturday field trip may be required. Prerequisite: Consent of instructor.

FOUR HOURS

STAFF

FALL SEMESTER

355. GEOLOGY FIELD CAMP — A five-week, summer field camp for geology majors. The course will emphasize petrographic description and mapping using plane tables, air photos, topographic base maps, and shallow seismic and earth resistivity surveys. The course is operated from a tent camp located in the Rocky Mountains at Howard, Colorado. Prerequisites: 15 hours of geology excluding introductory and survey courses, and consent of director.

SIX HOURS

REINKING

MAY-JUNE

371. MARINE GEOLOGY — An introduction to the geology of the ocean basins and to the geologic processes active in the basins and along their margins. The processes, sediments, and chemistry of nearby bodies of water will be examined in the field. Three hours of lecture and one afternoon of laboratory or field study each week. One or more Saturday or weekend field trips may be required. Prerequisite: Consent of instructor. (Will not be offered in 1979-80.)

FOUR HOURS

FALL SEMESTER

441. GEOPHYSICS — An introduction to the physics of the earth. Topics will include earthquake seismology, geomagnetism, gravity, heat flow, geochronology, and geodynamics. Emphasis will be on how physical principles applied to the earth have furthered our understanding of the age, structure, and tectonics of the earth. Prerequisites: Mathematics 136, 235, Physics 122 or 132. (Will not be offered in 1979-80.)

THREE HOURS

SPRING SEMESTER

453. SEDIMENTOLOGY — Study of the mineralogy, petrology, petrography, occurrence and association of the sedimentary rocks. Thin section examination and textural analysis of sedimentary rocks and unconsolidated sediments will be performed in laboratory. Three lectures and one three-hour laboratory or field trip each week. Weekend field trip may be required. Prerequisite: Geology 242 or consent of instructor. (Will not be offered in 1979-80.)

FOUR HOURS

THARIN

FALL SEMESTER

Geology

454. PRINCIPLES OF STRATIGRAPHY — A study of stratigraphic principles and concepts including practical use of lithostratigraphic and biostratigraphic units and interpretation of facies and environments of deposition. Laboratory involves problems in surface and subsurface stratigraphy and petroleum exploration. Three lectures and one laboratory each week. Prerequisite: Geology 102, 241, consent of instructor. (Will not be offered in 1979-80.)

FOUR HOURS

STAFF SPRING SEMESTER

490. SPECIAL PROBLEMS AND SEMINAR — A course designed to introduce the student to research. A research problem in an area of special interest will be nominated by the student, receive consent of instructor and be approved by the Geology Department before research begins.

ONE to THREE HOURS

STAFF ANY SEMESTER

495. STUDIES IN GEOLOGY — A course designed to allow a professor to instruct upperclass students in a special area of interest or research. Students will engage in extensive reading and/or research in the topic of study.

ONE to THREE HOURS

STAFF ANY SEMESTER

HISTORY

MR. COHEN, CHAIRMAN; MR. BELL, MR. CLARK, MR. CURRY, MR. FRIED, MR. PENROSE, MR. PETROVICH*

The story of man's past is vast and complex. No one masters it; yet no person can claim to understand the problems of the present and take constructive steps to create a better future without a reasonable understanding of the past that has helped shape him and his society. A key objective of the Department of History is to help all students attain a measure of this understanding. It also has a special responsibility in helping those students who wish to explore in greater depth some aspects of man's history and to become more adept at interpreting the past.

To accommodate this major student, the Department of History offers a wide variety of courses in U.S., European, Asian and Latin American history. Some courses are organized around time periods, for example, "Twentieth Century Europe," or "America in the Twentieth Century"; others examine topics or issues, such as "American Constitutional History," or "The European Enlightenment." The major student takes courses in a number of areas to acquire some breadth and overview, and then normally probes more deeply in advanced courses in a field of his special interest.

History staff members bring varied backgrounds and areas of specialization to their teaching. All have sustained their research interests through work in numerous foreign manuscript repositories and domestic repositories such as the National Archives. Extended stays in Japan, the Soviet Union, Austria, England, and Yugoslavia help to assure both currency in scholarship and vitality in the classroom.

Current History majors also participate in the following activities:

Feature writer for the "anchor", the student newspaper

Participation in several of the Year Abroad programs —

Junior year in Beirut

Summer seminar in Yugoslavia

Summer and semester study program in Vienna

Participant in the Philadelphia Program — a semester of study and work in the inner city.

History majors in past years have frequently found this study so fascinating that they have followed the trail into graduate schools, and into careers as professional historians — both as writers and teachers. Many have gone into law and the political arena. Some have entered the ministry. Among the interesting careers of recent graduates of the department are these:

Law practice

Director of a New England historical museum

Administrative assistant to a U.S. Senator

Free lance feature writer, with articles in *Harpers* and *N.Y. Times*

Historian for the U.S. Marine Corps

*On leave 1979-80

History

Editorial staff, the international beat, for a metropolitan newspaper Bureau chief for *Time* magazine.

To accommodate the broad range of interests and career goals of its majors, the history department offers two possible major programs.

I. HISTORY MAJORS: A minimum of thirty semester hours is required for a major. In addition a total of twelve hours must be taken from three of the following fields: Economics, Political Science, Sociology, Digital Computer or Foreign Language at or beyond the intermediate level. The minimum distribution requirement is as follows: one history course focused mainly on the period before 1500; two courses in American history; two courses in European history; one course in non-Western history; and a senior seminar in history. Students who plan to do graduate work in history are urged to take at least thirty-six hours of course work in history and to attain reading proficiency in two foreign languages. Majors planning to study mainly the history of areas other than the United States are strongly urged to spend a summer, semester, or year of study in the geographic area of their concentration. A major in Ancient Civilization combining work in History, Classical Languages, Art and Philosophy courses is available. Please see requirements under the Department of Classics. History 130 and 131 can be used to fulfill the Cultural Heritage Requirement.

II. COMPOSITE MAJOR IN HISTORICAL STUDIES: For the student who does not plan to become a professional historian or a teacher, and who needs a program with greater disciplinary breadth than the regular major program offers, the History Department provides a composite major. In this program a minimum of 36 credits is required, 18 credits in history and 18 in other disciplines that correspond to his or her particular needs and interests. At least 18 of the total 36 credits must be earned in courses at the 300 level or above. Credits earned in introductory courses and in courses used to fulfill the college core requirement, excepting the introductory history courses, cannot be applied to the major program. The 18 credits in history must be distributed as follows: 3 credits in American history, 3 credits in European history and 3 credits in either a history seminar or an independent study course in which a major research paper is required. The remaining 9 credits in history and the 18 non-history credits will be determined by the individual needs of the student after consultation with his adviser. To take full advantage of this individualized approach to the major program; it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year.

130. INTRODUCTION TO ANCIENT EUROPEAN CIVILIZATION — The course will focus on significant developments in ancient European history from its Greek origins through the Renaissance. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

131. INTRODUCTION TO MODERN EUROPEAN HISTORY — The course will focus on significant developments in modern European history from the Renaissance to our own time. It is designed to introduce the student to the discipline of history and can be used to fulfill part of the cultural heritage requirement.

THREE HOURS

STAFF BOTH SEMESTERS

210. THE GREEK WORLD — Historical development and civilization of Greece from prehistoric through classical and Hellenistic times. The recent unfolding of Greek beginnings, the artistic brilliance of Minoans, Homeric warfare, Greek age of exuberance on Cyprus, explosion of reason and culture, development of the polis, Athenian democracy and imperialism, threat of hybris, "*oecumene*" of Alexander the Great. Alternate years, 1979-80.

THREE HOURS

BELL SPRING SEMESTER

215. THE ROMAN WORLD — The course follows the expansion of Rome from a small village to ruler of an enormous empire. It considers the growth of Roman institutions and culture during the Republic and Empire periods and speculates on the causes and significance of the disintegration of the greatest empire the ancient world had known. Alternate years, 1980-81.

THREE HOURS

BELL SPRING SEMESTER

220. THE MIDDLE AGES — A survey of the rise, flowering, and decline of the Western Medieval world from the reign of Constantine to the Renaissance. Alternate years, 1979-80.

THREE HOURS

FRIED FALL SEMESTER

232. HISTORY OF RUSSIA FROM KIEV THROUGH CATHERINE II — This course traces the development of the Russian state from its Kievan origins through the reforms of Peter the Great and the enlightened despotism of Catherine the Great. Emphasis is placed on geographic, economic, and political factors in the growth of the Russian empire. Alternate years, 1979-80.

THREE HOURS

PENROSE FALL SEMESTER

240. ENLIGHTENMENT AND NATIONALISM IN EUROPE: 1689-1914 — This course will examine European history in the 18th and 19th centuries. The central theme of the course will be the way in which ideas influenced the course of history. Particular emphasis will be placed on the ideas of the Enlightenment, Romanticism, and Nationalism, and on the ways these ideas were related to the revolutions, wars and political changes of the period. Alternate years, 1980-81.

THREE HOURS

PETROVICH FALL SEMESTER

197

242. TWENTIETH CENTURY EUROPE — This course examines the changing political, economic, social and intellectual climate during and after the two world wars. Special emphasis is placed on the interrelationships between the world of the intellect (literature and philosophy) and the world of politics. The changing social structure of Europe is also considered. Alternate years, 1980-81.

THREE HOURS

PETROVICH SPRING SEMESTER

244. THE DIPLOMATIC HISTORY OF EUROPE, 1815-1979 — The focus of this course will be on the study of events and personalities in diplomatic relations among European nations in the period between the Vienna Congress in 1815 and the Belgrade Conference on European Security in 1977. Alternate years, 1980-81.

THREE HOURS

PETROVICH SPRING SEMESTER

252. EARLY AMERICAN HISTORY, 1607-1815 — This course deals with the process by which the European colonists transformed themselves into a nation of Americans. It focuses upon the way the interaction between the European heritage and the American environment produced a new people. It also focuses on the growth of American nationalism. Topics to be covered include: Puritanism, relations with the

History

mother country, the Revolution, the Constitution and the War of 1812. Alternate years, 1979-80.

THREE HOURS

COHEN

SPRING SEMESTER

254. THE MIDDLE PERIOD IN AMERICAN HISTORY, 1815-1877 — Beginning the "Era of Good Feelings," this course traces the course of U.S. history through the era of the Civil War and Reconstruction. Major themes include: the rise of the "common man," the tension between nationalism and sectionalism, expansionism and the frontier, reform, industrialization, and the impact of race on American life. Alternate years, 1980-81.

THREE HOURS

COHEN

SPRING SEMESTER

255. THE EMERGENCE OF MODERN AMERICA — A study of American politics, society, economics from 1877 to America's entrance into World War I. Special emphasis will be placed on industrialization, urbanization, the Progressives, America's increased involvement in foreign affairs, and conflicts in ideologies. Alternate years, beginning in 1981-82.

THREE HOURS

CURRY

FALL SEMESTER

256. RECENT AMERICA — This course attempts an analysis of the intellectual and political response by twentieth century America to the ravages and rewards of technology and the older agonies of racism and poverty. To develop this analysis there will be a detailed study of the following topics: The intellectual disillusionment and political reaction of the 1920's; the radical thought and pragmatic reforms of the New Deal; the sources of anxiety and consensus politics in the post World War II era; and, the challenge to the American liberal tradition in the 1960's and 70's.

THREE HOURS

CURRY

SPRING SEMESTER

260. HISTORY OF LATIN AMERICA — The aim of this course is to survey the intellectual, social and political traditions of the twenty nations of this hemisphere south of the Rio Grande. From this review it is hoped that the student might acquire an appreciation for a rich and colorful cultural tradition that is poorly understood and too often neglected by North Americans. A further and related purpose is to acquaint the student with the historical development of the political culture of Latin American societies and attempt to explain the causes of social and political instability in this area. History majors seeking to fulfill the departmental requirements for majors may count this course as either European or American history. Alternate years, 1980-81.

THREE HOURS

CURRY

SPRING SEMESTER

268. HISTORY OF ANCIENT CHINA — China's political, economic, social and intellectual development up the Manchu conquest. Alternate years, 1980-81.

THREE HOURS

PENROSE

FALL SEMESTER

269. HISTORY OF JAPAN UNTIL MODERN TIMES — The origins and development of Japanese culture and social forms up the Meiji Restoration of 1868. Alternate years, 1980-81.

THREE HOURS

CLARK

SPRING SEMESTER

271. HISTORY OF EAST ASIA IN MODERN TIMES — The political, economic, social and intellectual history of China will be covered from the Manchu conquest of the seventeenth century through the present. The reasons why China entered the modern world through revolutions ending in a communist state will be contrasted

History

with Japan's evolution as an industrialized nation. Alternate years, 1980-81.

THREE HOURS

PENROSE SPRING SEMESTER

295. STUDIES IN EUROPEAN, AMERICAN, OR NON-WESTERN HISTORY — These courses are designed to allow students to study geographic areas, historical periods, or particular issues not normally covered in the formal courses offered in the history department. In each course a professor will present lectures in his area of particular interest and students will engage in guided reading and research under his supervision.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

310. THE GREEK WORLD SINCE CLASSICAL TIMES — The course attempts to trace the Greek world from the disintegration of ancient Greece to today. It will consider how ancient Greece has influenced western civilization intellectually and culturally during medieval and modern history. Major emphasis will be placed on the Byzantine period, from the fourth to the fifteenth century. Offered when feasible.

THREE HOURS

STAFF SPRING SEMESTER

330. THE ORIGINS OF MODERN GERMANY — The course will trace the political, social, and economic development of the "Holy Roman Empire of the German Nation" from its medieval beginnings to the Thirty Years War. When offered in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of the Hapsburg realm. Alternate years, 1980-81.

THREE HOURS

FRIED FALL SEMESTER

331. MODERN GERMANY AND AUSTRIA — A survey of the political, social and economic development of the Hohenzollern and Hapsburg Empires from the Peace of Westphalia to the end of the 19th Century. When given in the Vienna Summer School, special emphasis will be placed on the cultural and intellectual history of Austria. Alternate years, 1980-81.

THREE HOURS

FRIED SPRING SEMESTER

333. ENGLISH LEGAL AND CONSTITUTIONAL HISTORY — The development of Anglo-Saxon legal and constitutional theory and institutions from Magna Carta to the present. The decisive stages in their development of common law and constitutional law will be examined in this historical context. Alternate years, 1979-80.

THREE HOURS

CLARK FALL SEMESTER

334. MODERNIZATION OF ENGLAND — English history from the seventeenth century Civil War to the present will be analyzed with special attention to the development of a value system, a commercial system, and a governmental system which has provided prototypes for other nations. Constitutional government, electoral procedures, the Industrial Revolution, entrepreneurship, liberalism and socialism will be examined in the light of their role in creating modern English society. Alternate years, 1979-80.

THREE HOURS

CLARK SPRING SEMESTER

335. HISTORY OF THE SOVIET UNION — The revolutionary origins of the Soviet state to the USSR in the modern world. Emphasis on three areas in inquiry: the revolutionary movement until 1917, the consolidation of Soviet power, the Soviet Union in world affairs.

THREE HOURS

PENROSE SPRING SEMESTER

History

338. FOREIGN POLICY OF RUSSIA AND THE SOVIET UNION, 1801-1970's — This course is a descriptive and analytic study of the main components of the foreign policy of tsarist Russia and the socialist Soviet Union. Among the factors that will be treated as shaping Russian and Soviet foreign policy are the following: geography, historical background, economic forces, ideological postulates, military policies and domestic politics. Alternate years, 1980-81.

THREE HOURS

PETROVICH FALL SEMESTER

339. HISTORY OF THE BALKAN STATES — The development since 1815 of Albania, Bulgaria, Greece, Rumania, and Yugoslavia will be studied in this course. Against the background of Eastern Europe during the 1940's and 50's, and the background of the "Third World" in the 1960's, there will be analyzed the processes of Balkanization and polycentrism. Alternate years, 1981-82.

THREE HOURS

PETROVICH SPRING SEMESTER

342. THE RENAISSANCE IN EUROPE — Particular attention is given to the interaction of political and artistic developments in Italy, France, England and German territories from the fourteenth through the sixteenth centuries. Alternate years, 1980-81.

THREE HOURS

CLARK FALL SEMESTER

346. THE ORIGINS OF MODERN FRANCE TO 1715 — The course will focus on key stages of France's development from its feudal beginnings until the end of Louis XIV's reign. The study of each stage will emphasize correlations between political and cultural movements, so that the course will provide background for students engaged in study of the literature and arts of France as well as to students primarily interested in a survey of early French history. Alternate years, 1979-80.

THREE HOURS

CLARK FALL SEMESTER

347. THE HISTORY OF MODERN FRANCE, 1915-1969 — The aim of this course is threefold: to develop an appreciation of the French culture, society and politics; to gain an understanding of the main events, currents and personalities in modern French history; and, to appreciate contributions France has made to Europe and the world. Alternate years, 1981-82.

THREE HOURS

PETROVICH SPRING SEMESTER

348. EUROPE IN THE AGE OF THE REFORMATION — After examining the causes of the Reformation, this course will analyze that movement in its social, economic, political, as well as religious aspects. Particular attention will be given to the role played by religion in opening European culture to new directions for future growth. Alternate years, 1979-80.

THREE HOURS

CLARK SPRING SEMESTER

354. AMERICAN CONSTITUTIONAL HISTORY, 1787-PRESENT — The historical development of the United States Constitution from its inception to the present. Emphasis will be placed on the interrelationship between the evolution of the Constitution and the changing needs of American society. Alternate years, 1980-81.

THREE HOURS

COHEN SPRING SEMESTER

355. UNITED STATES FOREIGN POLICY — This course traces the development of United States foreign policy from the Spanish-American War to the present. It is in this period that the United States emerged as a great world power and moved to

History

stage center during World War II. The aim of this course is to explain how this new framework in which diplomacy was conducted, reshaped the American response to the traditional forces influencing its foreign policy. As national power increased, so too did responsibility for the international order. The problem confronting American policy makers in the 20th century has been to determine if and to what extent American power had to be directly employed in the several crises that have threatened the nation's interest and security and impeded the realization of its ideals.

THREE HOURS **CURRY** **FALL SEMESTER**

356. AMERICAN SOCIAL HISTORY — American social history focused on the experience of some particular group within American society using the experience of that group to illuminate larger issues such as the impact of such factors as class, race and sex. Also treated are such topics as the family, migration, urbanization, social mobility and the role of quantification in history. The current course focuses on the black experience. Alternate years, 1979-80.

THREE HOURS **COHEN** **SPRING SEMESTER**

357. AMERICAN INTELLECTUAL HISTORY, 1865-PRESENT — This course will examine the interplay of ideas and American life from the Civil War to the present. Political, religious, scientific, philosophical, and literary thought will be considered. Special emphasis will be placed on the twentieth century. Alternate years, 1980-81.

THREE HOURS **CURRY** **FALL SEMESTER**

490. INDEPENDENT STUDIES IN HISTORY — Designed to provide students majoring in history, who plan to enter graduate school, with an opportunity to do advanced work in a field in which they have a special interest. Prerequisite: Formal application and departmental approval of proposed study.

THREE HOURS **STAFF** **ANY SEMESTER**

495. SEMINAR IN HISTORY — This course is required for all history majors. It is also open to non-majors who have a serious interest in doing research. It is designed to advance their mastery of historical method and the appreciation of the discipline as an achievement of man. Major emphasis will be placed on the development of sound research methods and acquiring familiarity with significant source materials in specific fields. The student will be expected to produce a lengthy research paper of scholarly merit and literary quality.

THREE HOURS **STAFF** **ANY SEMESTER**

INTERDISCIPLINARY STUDIES

MR. GRANBERG, GENERAL DIRECTOR
 MR. SHARP, DIRECTOR, NEW YORK ARTS PROGRAM
 MR. NYENHUIS, DIRECTOR, PHILADELPHIA SEMESTER
 MR. BOONSTRA, DIRECTOR, CHICAGO METROPOLITAN SEMESTER

Interdisciplinary courses provide a meeting place for the several academic disciplines. Integrated efforts can be directed to the perennial human questions, especially as these are affected by present discoveries and concerns. These courses deal with methods or content that goes beyond what is usually dealt with in a single department. IDS courses, then, provide faculty and students with an opportunity for dialogue or research across departmental boundaries.

111. FRESHMAN COLLOQUIUM ON THE SCHOLAR IN AMERICA — This course seeks to examine the nature and role of intellectual activity in American culture. Through lectures, readings, and discussion with productive scholars, the student will confront attitudes past and present about scholarly activity in America. Open to Freshman Presidential Scholars and other Freshman students subject to permission of instructor.

TWO HOURS

STAFF FALL SEMESTER

113. INTRODUCTION TO LIBERAL STUDIES — A course built around the notion of "prior questions", i.e., the notion that by the time formally disciplined study of any one of the major facets of the human enterprise begins, some major questions have been explicitly or implicitly faced and some major commitments made. The course takes its cues chiefly from contemporary thought in ethics, philosophy of religion, philosophy of science, etc. May be elected to fulfill Cultural History core requirement.

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THREE HOURS

DYKSTRA BOTH SEMESTERS

115. PRINCIPLES OF BIBLIOGRAPHIC RESEARCH — Through the study of major reference sources, this course focuses on the methodology needed to do independent investigation. Bibliographic method and organization in the major disciplines will be examined, with the purpose of effective retrieval of information. Each student will have a project in the field of his choosing. No prerequisites.

TWO HOURS

STAFF FALL SEMESTER

270. THE HISTORY, SOCIOLOGY AND CULTURE OF JAPAN — A multi-media survey of Japanese history, social structure and arts. Through films, slides, tapes and lectures this course will analyze how the cultural heritage of Japan reveals the values, social structures and history of the Japanese people.

TWO or THREE HOURS

SECOND SEMESTER

295. SPECIAL TOPICS — Study of an area of Interdisciplinary Studies not covered in the regular course listings. Offered as student and teacher interest requires and scheduling permits.

TWO to FOUR HOURS

STAFF

Interdisciplinary Studies

Internship Programs

Hope College offers its students a variety of "real world" experience through the programs described below. Building on the student's prior academic training, these programs blend theory and practical experience, asking the student to apply newly gained knowledge in the complex worlds of the city, government, fine arts, education, business, industry, and professions. All participants attend supervisory or integrating seminars and have faculty supervisors throughout the internship.

311. THE OAK RIDGE SCIENCE SEMESTER — The program is designed to give students an opportunity to spend half-time in scientific research activities and half-time studying under the guidance of GLCA faculty in residence. In addition, students are exposed to the wealth of resources available at the Oak Ridge installation. The ORNL staff supervises individual research projects in areas which match the interest and competence of the student. GLCA faculty arrange seminars and formal courses in their specific areas. Participating students may receive a maximum of 15 hours under Interdisciplinary Studies 311, or may replace a portion of this credit by credit assigned to specific courses in the Departments of Biology, Chemistry, and Physics. Approval for Oak Ridge Science Semester in a Department other than that of Interdisciplinary Studies must be obtained in advance by the Chairman of the Department in which this credit is sought.

FIFTEEN HOURS (MAXIMUM)

STAFF FALL SEMESTER

349. APPRENTICESHIP IN WRITING — Ordinarily to be taken in conjunction with an off-campus internship program, this course provides para-professional writing opportunities in such areas as government, publishing, news media, business, law, industry, medicine, engineering, etc. At least one of the following prerequisites: English 213, Communications 255, 256, or permission of the chairman. Following consultation and in conjunction with his off-campus supervisor, each applicant for this internship is required to submit a contract proposal which stipulates the features of the program he plans to pursue: what sorts of evidence of his performance he intends to submit; a time schedule for submitting evidence; and the criteria on which his performance is to be evaluated. Acceptance of the contract proposal by the IDS chairman is required before the student registers for the course.

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EIGHT HOURS (MAXIMUM)

STAFF

The Philadelphia Urban Semester Program

The Philadelphia Urban Semester provides an off-campus educational opportunity for faculty and students: to investigate and analyze a city as a system of human interaction; to blend theory and experience in a professional, academic, and stimulating environment; to acquire understanding of at least one field of work; to identify and develop skills in that field; to develop personally, socially, and responsibly in an urban environment. Students must be full time participants in the program and carry a minimum of 12 semester hours or a maximum of 16 semester hours. Both semesters. Includes IDS 351-364.

IDS 351. URBAN FIELD STUDY — Students intern four days a week with professionals in well-supervised placements within agencies, schools, community groups and programs. All placements are complementary to academic disciplines and areas

Interdisciplinary Studies

of interest. Required of all Urban Semester students not taking 470U, 480U, 485U.
EIGHT HOURS (MAXIMUM)

IDS 352. CITY SEMINAR — Students and staff participate in the City Seminar to examine urban life and patterns of interaction. A variety of learning resources are used to explain behavior in the city, such as personal experiences, studies and theories of social science researchers, and data systematically collected by students themselves. Required of all Urban Semester students.
FOUR HOURS (MAXIMUM)

IDS 360. STUDIES OF URBAN ISSUES — Studies concentrating on psychological, sociological, and political areas of urban society. The topics of this course vary, and some of those offered recently have been: Research Methodology; Social Science Methods, Tools, and Skills; Urban Anthropology; Social Work, and Modular Studies. Elective.
FOUR HOURS (MAXIMUM)

For those students in the Philadelphia Urban Semester Program who wish to enroll for an urban teaching internship, the following education courses are available:

Educ. 365U. STUDIES IN URBAN EDUCATION — This tutorial course introduces students to theories, problems, and skills essential for the education of elementary and secondary students in an urban environment. Elective.
FOUR HOURS

Educ. 470U. STUDENT TEACHING IN THE URBAN ELEMENTARY SCHOOL — Student teaching, supervised by faculty members of the urban semester, is done in cooperation with the public schools of the City of Philadelphia. Students must apply for student teaching during the second semester of their junior year.
EIGHT HOURS (MAXIMUM)

Educ. 480U. STUDENT TEACHING IN THE URBAN SECONDARY SCHOOL — Student teaching, supervised by the faculty members of the Philadelphia Urban Semester, is done in cooperation with the school systems of Philadelphia. Students must apply for student teaching during the second semester of the junior year.
EIGHT HOURS (MAXIMUM)

Educ. 485U. STUDENT TEACHING IN ELEMENTARY AND SECONDARY SCHOOLS — Student teaching, supervised by the Department of Education, is done in cooperation with several school systems in the city of Philadelphia. Experience is provided in both the elementary and secondary level, enabling students majoring in art, music, and physical education to obtain K-12 certification. Students must apply for student teaching during the second semester of their junior year.
TEN HOURS (MAXIMUM)

None of the above courses is intended to replace either departmental or core requirements, but may do so by special arrangement (e.g., student teaching).

The Chicago Metropolitan Semester Program

Examining both suburban and urban characteristics of metropolitan life, this program emphasizes the challenge which the modern city presents to today's and tomorrow's Christian. Through seminars and apprenticeships throughout the metropolis, students acquire knowledge of the complexity of human, social, political, economic, historic, and esthetic features of city life in an effort to hone their personal values and prepare them to cope with the urban reality which will be in the inevitable locale of many of their lives.

The purposes of the program are to give students a greater understanding of the problems of a metropolitan society, develop skills and competencies in an area of work that is related to their career plans, and to develop a greater understanding of themselves as persons. The program emphasizes action, reflection and thinking, feelings and values. The curriculum consists of an internship in some institution or agency, a series of seminars, and an independent research project. Students must be full time participants in the program and carry a maximum of 16 semester hours. Includes IDS 371-377.

371. THE METROPOLITAN SEMINAR — The Metropolitan Seminar has two major goals: 1) To have students develop their understanding of the metropolitan environment, and 2) to increase their positive value attitudes toward the metropolitan environment. The goals deal with both thinking about and feelings toward the city. How do the structures and functions (institutions) and spirit (values) of a metropolitan city affect the lives of the people in it? The seminar is designed to capitalize on the human and physical resources of the metropolitan area and will not overlap any more than is necessary with what students can better learn in their home colleges.

THREE HOURS

372. THE BEHAVIORAL SCIENCE RESEARCH METHODS SEMINAR — This seminar proposes to 1) assist the student to gain a working knowledge and understanding of the basic research methods used in the disciplines of the social sciences, 2) enable the student to apply these methods to the urban setting in which he/she is currently living and working, and 3) guide the student in reflecting on these scientific procedures for looking at reality as he/she relates to his/her life as a Christian person.

205

THREE HOURS

373. VALUES SEMINAR — The goals of the Values Seminar are to enable students to 1) gain an increasing awareness of their own values, 2) become more sensitive to the values of others, 3) analyze selected societal values and issues, 4) identify value conflicts in actual life situations, and 5) make decisions which relate value structures to everyday life.

THREE HOURS

374. METROPOLITAN INTERNSHIP — Work internships are supervised both by staff members from the Metropolitan Center and by the Professional field supervisor on the job. The technical supervision, on a day-by-day basis will be done by the field supervisors. Metropolitan Center staff members will help students relate their work to their goals, to the overall goals of the program, and to other kinds of activities of the program.

EIGHT HOURS (MAXIMUM)

375. INDEPENDENT STUDIES — For students who need to do a special study because of special circumstances in their academic program.

Interdisciplinary Studies

IDS 376. SEMINAR ON FINE ARTS IN THE CITY — An intensive exploration of the rich variety of fine art forms influenced by and available in the city with emphasis on their historical development. It uses a broad range of field experiences supported by reading, writing, classroom discussion, and presentations by recognized authorities. **THREE HOURS**

IDS 377. SEMINAR ON HUMANITIES IN THE CITY — An intensive exploration of the literature, history, philosophy, and religion of the city. It uses a broad range of field experiences, supported by reading which interprets the city in a given historical period. The social philosophy and the religious forces which prevailed in these periods will also be examined. **THREE HOURS**

The Louisville Program

This program presents unusual opportunities for the broadening of advanced students in psychology, sociology, biochemistry, microbiology, and pre-med programs. Since Louisville General Hospital is located in the inner city, in addition to experience in psychiatric services, there are also opportunities for students to become involved in urban mental health and human services problems related to the courts, "half-way house" establishments, and the problems of the poor and culturally deprived. The program's two courses carry a total of twelve hours credit. Students selected by the screening committee may increase their number of credits by making arrangements with the department of their choice for permission to also take an Independent Study. The program operates both semesters and summers. Application forms can be obtained from the Psychology Department.

325. An internship of 8-10 weeks in the psychiatric services of Louisville General Hospital under the supervision of the Director of Inpatient Psychiatry (Dr. Herbert Wagemaker) and his staff. Students work directly with residents, nurses, social workers and chaplains on the inpatient ward, in the outpatient clinic, in family and group therapy and in interviewing and screening of patients. Students gain extensive exposure to the diagnosis, treatment and follow-up of various psychiatric disorders.

329. This seminar is conducted at the psychiatric ward of Louisville General Hospital under the direct supervision of the Director of Inpatient Psychiatry, (Dr. Herbert Wagemaker, also Associate Professor of Psychiatry at the University of Louisville School of Medicine). It consists of lectures and discussions conducted by the director, extensive use of videotape materials on psychopathology, and assigned readings on psychotic, neurotic and characterological disorders. The seminar is designed to academically augment the Louisville Psychiatric Internship. A scholarly paper is required, detailing the knowledge and insights gained from the lectures, readings and internship experience.

The New York Arts Program

Hope College students may take a semester in New York as part of the Great Lakes Colleges Association Arts Program. New York City's unique resources — for instance, its museums, the Lincoln Center of Performing Arts, professional theatres, lecture series, etc. — make possible an experience of the legacy of American art as well as its dynamic present.

Interdisciplinary Studies

IDS 389. Provides a means for students who wish to develop a program integrating experience in two or more of the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects, including one or a combination of the following: professional apprenticeship, independent research, enrollment in courses not available to the student on his own campus or in nearby institutions. Approval by the department is required prior to the student's registering for this program and the department must approve the student's individual program before credit will be granted. The GLCA Arts Program should preferably be taken in the junior year or first semester of the senior year, although it is open to a few qualified sophomores. The registrant must be accepted into the program by the Director of the Program.

See also: Art 389, English 389, and Theatre 389.

The Washington Semester Program

This program introduces students who have excelled in a variety of disciplines to the process of national government and politics in the setting of the nation's capital. Twelve students, selected from superior departmental majors, will attend biweekly seminars; take interviews with lobbyists and members of the legislature, executive, and judicial branches of government; and participate in internships of several kinds, in an effort to build skills related to future vocations for which their majors have prepared them. For further information, see page 252.

IDS 349. May be used as a module in the program which is tailored to each student's vocational interests.

The Senior Seminars

The Hope College Catalogue introduces the college as an institution where life is regarded as God's trust to man. In this context students are helped to discover their individual abilities, and to develop as competent, creative, and compassionate human beings, devoted to serving God in all areas of life. From these aims the Senior Seminar's core requirement was developed.

Through personal assessment of one's education and life view, the Senior Seminar is intended to serve as the capstone to an education at Hope College. The Seminars are designed to help the student 1) consider how the Christian faith can inform a philosophy for living, 2) articulate his philosophy for living in a coherent, disciplined, yet personal way, 3) provide an opportunity to understand secular contemporary values in Christian perspective.

Senior Seminars are three hour courses offered both semesters. Students may elect from the following courses to fulfill the requirement. Courses should be taken by second-semester juniors and seniors unless by special permission from the Director of Senior Seminars.

400. RELIGIOUS PERSPECTIVES IN THE DRAMA — An examination of the ways in which various religious perspectives, value systems, and world-views are reflected in

Interdisciplinary Studies

drama, primarily of the modern period but with attention given also to the Greek classical and medieval theatre. Christian and non-Christian perspectives in drama will be considered and compared. Students will conduct critical research, be responsible for oral presentations, and prepare a life-view paper attempting to clarify and organize their own perspectives and values.

THREE HOURS

WESTPAHL

401. CHRISTIANITY AND CONTEMPORARY CULTURE — An exploration of what it means to be a Christian in the modern world through reflection on the problem of Christ and culture in general and on such specific contemporary issues as Wealth and Poverty, Male and Female, Work and Play, Truth and Illusion. The goal is to connect biblical and theological thinking with the society in which we live and, conversely, to evaluate our culture from an authentically Christian perspective.

THREE HOURS

WESTPHAL

402. CHRISTIANITY AND CONTEMPORARY LITERATURE — Through an examination of a variety of literary statements — in poems, plays, films, novels, etc. — this course focuses on a major problem confronting the Christian and Christianity in the contemporary world. Representative variants: "Images of Man," "Crises and Correlations," "Man's Search for Meaning." Same as IDS 402.

THREE HOURS

STAFF

403. STUDIES IN CONFLICT AND PEACEMAKING — Building on Jesus' assertion "Blessed are the peacemakers," this course provides an occasion for the examination of the concepts and strategies from several disciplines (psychology, religion, political science, sociology, etc.) in an effort to understand the genesis and evolution of personal, social, and political conflict. Variants: "War and Peace," "The Peace Within." Same as IDS 403.

THREE HOURS

BOULTON

404. GOD AND MAMMON — An interdisciplinary study of the economic and religious forces in contemporary society. The interaction between materialism and religion will be examined through the perspective of artists, musicians, novelists, philosophers, and social scientists.

208

THREE HOURS

HEEREMA

410. PSYCHOLOGICAL RESEARCH AND CHRISTIAN BELIEF — Explores such topics as values, mind and body, behavior and belief, freedom and determinism and related topics from the perspectives of psychological research and Christian thought.

THREE HOURS

MYERS

411. AUTOBIOGRAPHY AS THEOLOGY — Students will write interpretive autobiographical accounts of their life and experiences with the help of some integrating principles or "controlling images" of their own personal choice. Reading and discussion will focus upon contemporary literary, psychological and theological sources as well as such biblical materials as The Book of Exodus and The Gospel according to Mark.

THREE HOURS

LEE

412. PHILOSOPHY OF RELIGION — Inquiry into the nature and functions of religion in various cultures; the logic of religious belief; the nature of religious discourse; the

Interdisciplinary Studies

relations between religious world-views and their alternatives. Same as Philosophy 331.

THREE HOURS

JENTZ, PALMA

413. EXISTENCE AND THE CHRISTIAN FAITH — A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion."

THREE HOURS

LEE

IDS 414. ETHICS IN MODERN SOCIETY — A course in the practice of ethics. Each student explores a contemporary ethical question in light of the historic Christian faith. The subject areas are War and Peace, Justice, Sex and Love, Death and Life.

THREE HOURS

BOULTON

421. SCIENCE AND HUMAN VALUES — An exploration of the ramifications of man's actions in the physical world, this course exists to heighten awareness of western man's involvement in nature, detailing the role of science and technology in creating problems and attempting solutions.

THREE to FOUR HOURS

WILLIAMS, BRINK

423. SCIENCE AND THE CHRISTIAN FAITH — Examining from historical, theological, and scientific perspectives the conflicts that have arisen between science and the Christian faith, this course proposes a resolution which attempts to integrate the discoveries of science with Holy Scripture. Anticipated problems of faith arising from such scientific concerns as the synthesis of life, genetic engineering, longevity, etc. are also examined.

THREE HOURS

MARKER

IDS 441. MAN AND HIS ENVIRONMENT — This course will examine the historical and psychological effects of man-made environments on human behavior. Selected examples will pay attention to environments that man created for religious use, as pilgrimage centers, and as cities. The following questions about these environments will be explored: How did the creators of environment wish to affect people? What unintended or unforeseen results have certain environments had on those living in them? In what ways has spiritual growth been associated with pilgrimage to and meditation in certain environments? How can contemporary planners learn from the past in order to create environments most conducive to the development of highest human potential?

THREE HOURS

CLARK, VAN EYL

SPRING SEMESTER

451. RELIGION AND PSYCHOLOGY — An examination of basic components of human experience and behavior that are common to both religion and psychology. An analysis of the ways in which the disciplines of religion and psychology can assist one another. Prerequisite: one "Basic Studies in Religion" and Psychology 100.

THREE HOURS

PALMA

452. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE — An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality. Same as Religion 453.

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Interdisciplinary Studies

454. MAN, MEDICINE AND MORALS — The course poses questions raised by new advances in medical science and technology, examines some basic options for dealing with them, and helps students formulate an ethical perspective which is appropriate both to these new problems and to the Christian tradition.

THREE HOURS

VERHEY

Readings and Research

490. INDIVIDUAL STUDY — An individual research project, investigating some topic in depth and culminating in a paper that demonstrates interdisciplinary scholarship and independent thought. Students who meet the Honors Project eligibility and present a paper that meets the standards established will have the course recorded as an Honors Project. May be repeated for additional credit, with a different project. Not limited to the senior level. Prerequisite: departmental acceptance of application (forms available in department office).

THREE to FOUR HOURS

STAFF BOTH SEMESTERS

491. CONTRACT CURRICULUM — This course is specifically designated to cover Contract Curriculum programs. See pgs. 93-95.

495. ADVANCED STUDIES — A seminar in some field designated by the department in consultation with faculty. Preparation and presentation of research papers are central to the course. Offered occasionally as student interest and faculty availability permit.

THREE to FOUR HOURS

STAFF

MATHEMATICS

MR. TANIS, CHAIRMAN; MR. DERSHEM, MR. FOLKERT, MR. SHERBURNE, MR. STEKETEE, MR. VANDERVELDE, MR. VAN IWAARDEN, MR. WHITTLE.

The mathematics program includes courses in mathematical analysis, algebra, and statistics as well as a number of courses with a computer-science orientation. A Xerox Sigma 6 Computer gives students access to a large batch and time sharing computer system. A Tektronix 4051 Graphic System that has built-in computational power and can also be used as a graphics terminal is available for student research.

A principal offering of the department is a major in mathematics with computing emphasis. This program is unique and flexible; it not only provides the student with knowledge about computers, but also allows one to pursue studies in the application of computers to the solution of mathematical problems. In addition, it provides some students with the opportunity to work in a computer center or to work with faculty members on special computer-oriented projects.

Recent research projects were conducted by students with faculty members in the areas of:

- computer simulation
- computer art using parametric equations
- mathematical modeling
- operations research
- statistics
- graph theory

The department continues to offer a strong program in mathematics which prepares a student for graduate school in leading universities in this country. Students with immediate vocational interests have found that the mathematics major provides an excellent background for a position in industry, teaching, business, or government.

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All courses except Mathematics 100 and Mathematics 205 require a minimum of one year of high school algebra and one year of high school geometry. Any course may be counted toward the three semester-hour graduation requirement in mathematics.

MATHEMATICS MAJOR: A major in mathematics consists of a minimum of 30 hours of mathematics courses. Nine hours from courses numbered 300 or above are required. Courses 100, 121, 127, 130, 210 and 212 may not be counted toward a major. Physics 121, 122, 141, and 142 are recommended. It is suggested that prospective secondary teachers include 120, 240, 351, 361, and 362 in their programs. All majors should consult a departmental advisor.

MATHEMATICS MAJOR WITH COMPUTING EMPHASIS: A major in mathematics with computing emphasis consists of a minimum of 12 hours of mathematics courses beyond calculus including 240 and three courses

Mathematics

numbered higher than 240 but excluding 321. In addition, at least 15 hours of computer science courses are required including 372 and 375. All majors are also required to complete 18 hours of credit in some area where the computer is applicable. Prospective secondary teachers should include Math 321, 341, and 351 in their programs. The student's program will be designed by the student in consultation with an academic advisor.

Mathematics Courses

100. THE NATURE OF MATHEMATICS — A study of mathematics for the liberal arts student. Topics studied include number systems, set theory, nature of computers, programming in BASIC, probability and statistics. Not open to students who have completed a course in mathematics with a higher number.

THREE HOURS

STAFF BOTH SEMESTERS

120. INTRODUCTION TO COMPUTER SCIENCE — This course is presented in modular form. A student takes the three lecture modules, Introduction to Problem Solving, Numeric Techniques, and Nonnumeric Techniques, and three laboratory modules selected from those in FORTRAN and BASIC. See Computer Science 120.

THREE HOURS

STAFF BOTH SEMESTERS

121. SURVEY OF CALCULUS — A course in calculus for majors of business or social science. A study of basic calculus involving differentiation and integration of elementary functions and their applications to the social sciences. Prerequisite: Algebra and trigonometry. Alternate years, 1979-80.

THREE HOURS

STAFF SPRING SEMESTER

127. ENGINEERING DRAWING — An introductory course in orthographic projection, picture drawings, sections and normal views employing freehand sketching and drawing with instruments. Intended for pre-engineering students. Not to be counted for a mathematics major.

TWO HOURS

STEKETEE FALL SEMESTER

128. DESCRIPTIVE GEOMETRY — Applications of geometry and orthographic projection as a means of describing and measuring objects in space. Applications to engineering problems of design and structure are included. Prerequisite: Mathematics 127, or a year of high school drawing. Alternate years, 1979-80.

THREE HOURS

STEKETEE SPRING SEMESTER

130. PRECALCULUS MATHEMATICS — A study of functions including algebraic, exponential, logarithmic, and trigonometric functions and their inverses. Analytical geometry of the straight line, conics, and curve tracing. Binomial Theorem. Solution of inequalities. Prerequisites: 2nd year algebra and plane geometry in high school. Not open to students who have completed Mathematics 121.

FOUR HOURS

SHERBURNE, VANDERVELDE, WHITTLE BOTH SEMESTERS

135. CALCULUS I — Functions, limits. Differentiation and integration of algebraic functions. Introduction to calculus of transcendental functions. Applications of the derivative. Prerequisite: Mathematics 130 or equivalent.

THREE HOURS

STAFF BOTH SEMESTERS

136. CALCULUS II — Continuation of study of transcendental functions. Techniques

Mathematics

of integration. Applications of integration. Improper integrals. Polar coordinates. Prerequisite: Mathematics 135.

THREE HOURS

STAFF

BOTH SEMESTERS

205. MATHEMATICS FOR ELEMENTARY TEACHERS I — A course designed for prospective elementary teachers. Topics discussed will include the language of sets, rudiments of logic, operations and properties of number systems, geometry. For prospective elementary teachers only.

THREE HOURS

SHERBURNE

FALL SEMESTER

206. MATHEMATICS FOR ELEMENTARY TEACHERS II — A continuation of Math 205. Topics discussed will include probability and statistics and further examination of number systems and geometry. In addition to two one hour lectures per week, a two hour laboratory will be held for demonstrations, and development of classroom techniques and materials. For prospective elementary teachers only. Prerequisite: Mathematics 205.

THREE HOURS

SHERBURNE

SPRING SEMESTER

210. INTRODUCTORY STATISTICS — A general introduction to the area of statistics for students majoring in other departments. Includes study of the binomial and normal distributions with applications of estimation and testing of hypotheses, non-parametric methods, regression and correlation, and analysis of variance.

THREE HOURS

STAFF

BOTH SEMESTERS

212. LABORATORY FOR INTRODUCTORY STATISTICS — The computer is used as a tool to aid in the learning and understanding of statistics. Experience given in the use of statistical analysis packages. Prerequisite or Co-requisite, Mathematics 210.

ONE HOUR

DERSHEM, TANIS, WHITTLE

BOTH SEMESTERS

235. CALCULUS III — Infinite Series. Functions of several variables. Partial derivatives. Multiple integrals. Cylindrical and spherical coordinates. Prerequisite: Mathematics 136.

THREE HOURS

STAFF

BOTH SEMESTERS

240. LINEAR ALGEBRA — Set theory, matrices and linear systems, vector spaces, determinants, linear transformations. Prerequisite: Mathematics 136 or permission of Department Chairman.

THREE HOURS

VANDERVELDE, VAN IWAARDEN

BOTH SEMESTERS

270. DIFFERENTIAL EQUATIONS — First order and higher order ordinary differential equations and introduction to Laplace Transforms. Numerical techniques including graphing for first and higher order equations using the computer. Prerequisite or Co-requisite: Mathematics 235.

THREE HOURS

SHERBURNE, VAN IWAARDEN

BOTH SEMESTERS

273. ADVANCED CALCULUS — A study of applications of 3-dimensional vectors leading to line integrals, surface integrals, Green's Theorem, Stoke's Theorem, The Divergence Theorem. Prerequisite: Mathematics 235.

THREE HOURS

VAN IWAARDEN

FALL SEMESTER

295. STUDIES IN MATHEMATICS — A course offered in response to student interest and need. Deals with particular mathematical topics which are not included in regular

Mathematics

courses. Prerequisite: Permission of instructor or Department Chairman.

ONE, TWO or THREE HOURS

STAFF

ANY SEMESTER

321. HISTORY OF MATHEMATICS — This course is designed to give mathematics students in secondary education an opportunity to become acquainted with the various periods of mathematical development. Attention will be given to the early Egyptian-Babylonian period, the geometry of Greek mathematicians, the Hindu and Arabian contribution, the evolvement and analytical geometry since Descartes, the development of calculus by Newton and Leibniz, and non-Euclidean geometry. Some attention will be given to the methods and symbolisms used in problem solving during various periods of time. Alternate years, 1980-81.

ONE HOUR

STEKETEE

SPRING SEMESTER

323. TEACHING OF MATHEMATICS IN THE HIGH SCHOOL — Methods of teaching mathematics with emphasis on new approaches, curriculum changes, and trends in modern mathematics. Same as Education 323.

TWO HOURS

STEKETEE

SPRING SEMESTER

334. COMPLEX ANALYSIS — Algebra and geometry of complex numbers, analytic functions, complex integration, series, conformal mapping. Prerequisite: Mathematics 235, 273 or consent of Department Chairman. Alternate years, 1979-80.

THREE HOURS

VAN IWAARDEN

SPRING SEMESTER

336. REAL ANALYSIS — A formal approach to limits, continuity, differentiation and integration. Attention is given to the proofs of theorems and the introduction of concepts which are not covered in Calculus I, II, III. Prerequisite: Mathematics 235.

THREE HOURS

STAFF

SPRING SEMESTER

341. ALGEBRAIC STRUCTURES I — An introduction to algebraic systems including a study of groups, rings, and integral domains. Prerequisite: Mathematics 240 or equivalent.

THREE HOURS

VANDERVELDE

FALL SEMESTER

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342. ALGEBRAIC STRUCTURES II — A continuation of Mathematics 341 including a study of topics in fields, Galois theory, advanced linear algebra, modules. Prerequisite: Mathematics 341. Alternate years, 1980-81.

THREE HOURS

VANDERVELDE

SPRING SEMESTER

351. COLLEGE GEOMETRY — A modern approach to geometry for students with some background in calculus and an interest in secondary teaching. Attention is given to the role of axioms in elementary geometry and in the development of other geometries. Prerequisite: Mathematics 135 and junior standing or permission of Department Chairman. Alternate years, 1980-81.

THREE HOURS

STEKETEE

FALL SEMESTER

361. MATHEMATICAL PROBABILITY AND STATISTICS I — Concepts of probability, probability as relative frequency, random variables, probability density functions, cumulative distribution functions, mathematical expectation, mean, variance, confidence intervals. Lecture, three hours per week for three hours credit. Prerequisite: Mathematics 235. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 120.

THREE or FOUR HOURS

FOLKERT, TANIS

FALL SEMESTER

Mathematics

362. MATHEMATICAL PROBABILITY AND STATISTICS II — Continuation of Mathematics 361 emphasizing statistics. Estimation, testing of statistical hypotheses, regression and correlation, analysis of variance. Lecture, three hours per week for three hours credit. Prerequisite: Mathematics 361. Optional laboratory, two hours per week for an additional hour credit. Prerequisite: Mathematics (Computer Science) 120.

THREE or FOUR HOURS

FOLKERT, TANIS

SPRING SEMESTER

434. ELEMENTARY TOPOLOGY — A systematic survey of the standard topics of general topology with emphasis on the space of real numbers. Includes set theory, topological spaces, metric spaces, compactness, connectedness, and product spaces. Prerequisite or co-requisite: Mathematics 336. Alternate years, 1980-81.

THREE HOURS

SPRING SEMESTER

490. INDEPENDENT STUDY AND RESEARCH — Course provides opportunity for a junior or senior mathematics major to engage in an independent study project or a research project in an area of mathematics in which the student has special interest. Prerequisite: Permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

BOTH SEMESTERS

495. ADVANCED STUDIES IN MATHEMATICS — Offered as needed to cover topics not usually included in the other mathematics courses. A student may enroll for either or both semesters. Prerequisite: Permission of the chairman of the department.

ONE, TWO or THREE HOURS

STAFF

ANY SEMESTER

Computer Science Courses

See page 141.

MUSIC

MR. SHARP, CHAIRMAN; MR. ASCHBRENNER, MR. CECIL, MISS CONWAY, MR. DAVIS, MISS HOLLEMAN, MR. KOOIKER, MR. MOORE, MISS MORRISON, MR. RIETBERG, MR. RITSEMA. Assisting Faculty: MRS. DAUSER, MR. FORMSMA, MR. GRACE, MR. JACKSON, MRS. KRAFT, MR. LANGEJANS, MRS. LAW, MR. MALFROID, MRS. PALMA, MRS. SHERMAN, MR. SPRING, MS. SWIERINGA, MRS. WARNAAR, MRS. WORKING.

The Department of Music of Hope College has two aims — to supply the liberal arts student with an elective musical background which will assist him in being aware and appreciative of the growing musical heritage of civilization, and to train the student who wishes to make music his individual vocation. A student in the first group will find ample opportunity to enrich his musical knowledge by enrolling in the Introduction to Music course, in any of the Applied Music courses, or by means of membership in any of the music ensembles. A student in the second group, if he desires to teach music, can elect either the Bachelor of Music in Instrumental Music Education or the Bachelor of Music in Vocal Music Education degrees, permitting him to teach music from kindergarten through the twelfth grade; the degree will not be awarded until he has gained Michigan provisional teacher certification; if he desires to be a performing artist, he should select the Bachelor of Music in Performance program; if he wishes to major in music under the Bachelor of Arts degree he may do so in either Music Literature and History or Theory. All of the above programs are designed as basic toward continued study in graduate schools of music.

Students enrolled in the music program at Hope College engage in a wide variety of experiences outside the classroom:

- many are directing choirs in area churches
- several are teaching private instrumental lessons
- some have organized combos and play in area night spots
- several instrumentalists play in the Grand Rapids Symphony

Graduates of the Music Department are currently serving as:

- a teacher of musicology at a major university
- a first hornist in the New York Philharmonic Orchestra
- a librarian at the Sibley Library in the Eastman School of Music
- director of music at a prominent Pennsylvania church
- teachers in various elementary and secondary schools
- a leading baritone in a prominent Eastern opera company
- a soprano in a German operatic company

MAJOR: A student who wishes to major in music, under either the Bachelor of Music or the Bachelor of Arts degree programs, must start work in the department of his Freshman year, following the suggested schedule closely. If possible, he should indicate his preference in his application for admission to Hope College and should, with all other freshmen intending to major in music, meet with the department chairman *before* actual registration in the Fall. Time and place of this meeting will be announced in Freshman orientation notices. In the second semester of the freshman year a student will fill

out an intent to major form, be evaluated by the department, and counseled appropriately. Formal application for majoring takes place at the close of the sophomore year.

MINOR: The Music Minor requirements for elementary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 300	2 hours
Ensemble	2 or 3 hours
Applied Music	6 or 7 hours
1st year Piano Proficiency, or Music 197	
TOTAL:	20 hours

The Music Minor requirements for secondary teacher certification are 20 hours of music, as follows:

Music 111, 112	6 hours
Music 101	3 hours
Music 370 or 375	3 hours
Ensemble	2 hours
Applied Music	6 hours
1st year Piano Proficiency, or Music 197	
TOTAL:	20 hours

BACHELOR OF MUSIC IN VOCAL MUSIC EDUCATION

Core Curriculum: Freshman Rhetoric (4), Mathematics (3), Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3), Natural Science (4), *Foreign Language (6), Religion (6), Physical Education (2), Senior Seminar (3).

Total: 37 hours 217

Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 491.

Total: 40 hours

Performance: Applied Major Area (14), Applied Minor Area (4), Ensemble (4) to be distributed over seven semesters.

Total: 22 hours

Music Education: 270 (2), 300 (3), 344 (2), 375 (2), 376 (2)

Total: 11 hours

Professional Education: 220 (4), 360 (4), 500 (3), 485 (10).

Total: 21 hours

Grand Total: 131 hours

BACHELOR OF MUSIC IN INSTRUMENTAL MUSIC EDUCATION

Core Curriculum: Same as program above.

Total 37 hours

Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 341, 491.

Total: 43 hours

*This requirement is equal to first-year language proficiency.

Music

Performance: Applied Major Area (14), Ensemble (4) to be distributed over seven semesters.	Total: 18 hours
Music Education: 300 (2), Instrumental Methods Classes (5), 342 (2), 370 (3).	Total: 12 hours
Professional Education: 220 (4), 360 (4), 500 (3), 485 (10).	Total: 21 hours
Grand Total: 131 hours	

Every student whose major applied instrument is brass, wind or percussion is required to be a member of the band for a minimum period of three years.
Every student whose major applied instrument is strings is required to be a member of the orchestra for a minimum of three years.

BACHELOR OF MUSIC IN PERFORMANCE

Core Curriculum: Freshman Rhetoric (4), Mathematics (3), Cultural History (6) divided between A and B components and chosen from the following courses: English 231, 232; History 130, 131; Philosophy 219, 220. Social Science (3), Natural Science (4), *Foreign Language (6), Religion (6), Physical Education (2), Senior Seminar (3).	Total: 37 hours
Basic Musicianship: 101, 111, 112, 197, 211, 212, 297, 311, 315, 321, 323, 325, 341, 342, or 344, 491.	Total: 48 hours
Performance: Applied Major Area (24), Applied Minor Area (8), Ensemble (4).	Total 36 hours
Electives: 7 hours	
Grand Total: 128 hours	

BACHELOR OF ARTS WITH A MAJOR IN MUSIC

218 The program for this major requires that the student apply for a major to the chairman of the department during his freshman year. The basic requirement in general studies is the core program. The chairman, or an advisor from the department, will work out a program of study to meet the major requirements and to ensure the development of a program which meets the individual needs and abilities of each student.

Major areas of study include the history of music, music theory and composition with a strong emphasis on performance. The degree basically will serve those students who plan to continue their music education in graduate or professional schools.

General Introductory Courses:

101. INTRODUCTION TO MUSIC — Development of skills in listening intelligently to music, with emphasis upon the development of music as an art. May be taken in partial fulfillment of the College Fine Arts Requirement.

THREE HOURS	STAFF	BOTH SEMESTERS
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*This requirement is equal to first-year language proficiency.

103. FUNDAMENTALS OF MUSIC — A course for the non-music major. It includes principles of music notation, basic keyboard skills (scales and triads) and elementary sight-singing.

THREE HOURS

CECIL FALL SEMESTER

Theoretical Courses:

111. THEORY I — For music majors and minors with emphasis on the fundamentals of music. The study of triads, intervals, key scales, cadences, sight singing, melodic and harmonic dictation, and keyboard harmony. Students must take Keyboard Skills concurrently with this course.

FOUR HOURS

CECIL, RIETBERG FALL SEMESTER

112. THEORY I — Continuation of course 111. Introduces seventh chords, modulation, and the study of four-part writing. Dictation and keyboard drill are continued.

FOUR HOURS

CECIL, RIETBERG SPRING SEMESTER

Keyboard Skills is required for all students studying Theory. Placement is by audition.

197A. KEYBOARD SKILLS — Designed for students with little or no previous piano background; beginning repertoire, scales, studies are covered, as well as elementary harmonization, improvisation and other functional skills.

ONE HOUR

CONWAY BOTH SEMESTERS

197B. KEYBOARD SKILLS — Practical piano training for students who evidence a degree of proficiency. Deals with harmonization, improvisation, transposition, and sight-reading techniques.

ONE HOUR

ASCHBRENNER BOTH SEMESTERS

197C. KEYBOARD SKILLS — Open to students whose major instrument is piano or organ, emphasis on a functional approach to the keyboard. Harmonization, transposition, improvisation, and practical harmonic vocabulary are stressed.

ONE HOUR

CONWAY BOTH SEMESTERS

219

211. THEORY II — Prerequisite: 111 and 112, first year piano proficiency. A continuation of Theory I, including keyboard harmony, dictation, and sight singing. The study of harmony will proceed from figured and unfigured bass and soprano harmonization and include techniques of 19th century composition. Course meets daily. Students deficient in keyboard must take Keyboard Skills concurrently with this course.

FOUR HOURS

ASCHBRENNER, DAVIS FALL SEMESTER

212. THEORY II — Continuation of course 211.

FOUR HOURS

ASCHBRENNER, DAVIS SPRING SEMESTER

213. COMPOSITION — A class designed for students with prior music composition background, especially those who are interested in becoming composition majors. The class will involve the writing of exercises, the completion of analytical assignments and free composition. Workshop performances of student compositions will be included. The course may be repeated. Prerequisite: Music 111, 112 or permission of instructor.

TWO HOURS

ASCHBRENNER BOTH SEMESTERS

Music

270. GENERAL INSTRUMENTAL METHODS — A required course for vocal music education majors. Basic skills in playing woodwind, brass, percussion, and string instruments as well as suggested literature and methods for teaching these instruments. Alternate years, 1980-81.

TWO HOURS

RITSEMA

FALL SEMESTER

295. STUDIES IN MUSIC — A lecture or seminar class in a special topic offered at the sophomore level.

TWO or THREE HOURS

STAFF

297A. KEYBOARD SKILLS — Continuation of course 197A.

ONE HOUR

DAVIS

BOTH SEMESTERS

297B. KEYBOARD SKILLS — Continuation of course 197B.

ONE HOUR

CONWAY

BOTH SEMESTERS

300. ELEMENTARY MUSIC METHODS — A practical presentation of how to teach music to school children, using simple instruments, functional piano playing, demonstration of methods and materials. Designed for the classroom teacher. Junior and senior music majors only, others by permission of instructor.

THREE HOURS

HOLLEMAN

BOTH SEMESTERS

311. FORM AND ANALYSIS — A practical and analytical course in the structure of music, as well as the harmonic and polyphonic devices employed in representative major works. Prerequisite: Theory I and Theory II.

THREE HOURS

KOOIKER

FALL SEMESTER

315. COUNTERPOINT — A practice of the techniques used in eighteenth-century composition and a study of the style and literature of the period.

THREE HOURS

DAVIS

SPRING SEMESTER

220

321. MUSIC LITERATURE OF THE CLASSIC AND ROMANTIC PERIODS — Includes the history and literature of music after 1750 and extending through the Romantic Period. Special emphasis is placed on the works of Haydn, Mozart, Beethoven, and Schubert. Prerequisite: Music 101 or consent of instructor.

THREE HOURS

KOOIKER

SPRING SEMESTER

323. WAGNER AND THE TWENTIETH CENTURY — The styles and development in music in musical literature of the past sixty years. Contemporary trends and the other art forms will be included, and various individual composers will be studied, as well as the larger schools of musical thought. Prerequisite: Music 101 or consent of instructor.

THREE HOURS

MOORE

FALL SEMESTER

325. MUSIC LITERATURE BEFORE 1750 — The music from the time of the Greeks through the works of Bach and Handel, with emphasis on the use of illustrative materials and recordings. Prerequisite: Music 101 or consent of instructor. Alternate years, 1979-80.

THREE HOURS

RITSEMA

SPRING SEMESTER

Music

327. ORGAN LITERATURE — A survey of the various periods of organ composition, with emphasis upon the study and performance of representative works. Alternate years, 1980-81.

TWO HOURS

DAVIS FALL SEMESTER

328. MUSIC, LITURGY AND LIFE: THE CHRISTIAN TRADITION — A study of the nature and meaning of Christian worship; the legacy of temple and synagogue worship; early Christian worship; the worship of the Roman Church; Reformation liturgies; a study of hymnology and a survey of the great music of the church, including the development of the anthem and oratorio.

The purpose of this course is to discover how what man believes is expressed in liturgy and the way in which music is both an aid and the vehicle for man's worship of God.

THREE HOURS

RIETBERG SPRING SEMESTER

330. PIANO METHODS — Introduces methods and materials used in teaching elementary and intermediate piano for private and class instruction at all age levels. Students other than majors may register upon consent of the piano staff. Includes supervised student teaching in electronic piano lab.

TWO HOURS

CONWAY FALL SEMESTER

333. STRING APPLIED METHODS I — A course in the fundamentals of playing and teaching string instruments. Designed primarily for the instrumental music major. Alternate years, 1979-80.

ONE HOUR

RITSEMA FALL SEMESTER

334. STRING APPLIED METHODS II — Continuation of Course 333. Alternate years, 1979-80.

ONE HOUR

RITSEMA SPRING SEMESTER

335. BRASS AND PERCUSSION METHODS I — A course in the fundamentals of playing and teaching brass and percussion instruments. Designed primarily for the instrumental music major. Alternate years, 1980-81.

ONE HOUR

CECIL, LANGEJANS FALL SEMESTER

221

336. WOODWIND METHODS I — A course in the fundamentals of playing and teaching woodwind instruments. Designed primarily for the instrumental music major. Alternate years, 1980-81.

ONE HOUR

WARNAAR FALL SEMESTER

337. VOCAL METHODS — A required course for Vocal performance majors and strongly recommended for vocal music education majors. The study involves the three main styles of vocal literature and combines contemporary vocal teaching techniques with representative solo material. Alternate years, 1979-80.

THREE HOURS

MORRISON SPRING SEMESTER

338. DICTION FOR SINGERS — A course which prepares the voice student to study and to perform songs and operas in the most important languages of music literature. Alternate years, 1980-81.

TWO HOURS

SHARP FALL SEMESTER

Music

339. BRASS AND PERCUSSION METHODS II — Continuation of course 335. Alternate years, 1980-81.

ONE HOUR

CECIL/LANGEJANS

SPRING SEMESTER

340. WOODWIND METHODS II — Continuation of course 336. Alternate years, 1980-81.

ONE HOUR

WARNAAR

SPRING SEMESTER

341. ORCHESTRATION — Principles of scoring for small string and wind ensembles, symphonic orchestra and symphonic band. Includes practical arranging for marching band and for chamber orchestra. Alternate years, 1980-81.

THREE HOURS

RITSEMA

FALL SEMESTER

342. INSTRUMENTAL CONDUCTING — A practical study of conducting instrumental music. A study of fundamentals of conducting and experience in conducting a small instrumental ensemble. Alternate years, 1980-81.

TWO HOURS

RITSEMA

SPRING SEMESTER

344. CHORAL CONDUCTING — A practical study of conducting choral music. The requirements for the first two years of a music major are advisable as a prerequisite. Alternate years, 1979-80.

TWO HOURS

RIETBERG

FALL SEMESTER

350. SERVICE PLAYING — Instruction in anthem and oratorio accompaniment, conducting from the console, and improvisation. Prerequisite: 1½ years of organ. Recommended for organ majors. Alternate years, 1980-81.

TWO HOURS

RIETBERG

SPRING SEMESTER

370. SECONDARY INSTRUMENTAL METHODS AND ADMINISTRATION — The problems peculiar to the teaching of instrumental music in both class and private instruction. Sections devoted to the selection of texts and music, the selection, care, and repair of orchestral instruments, and the marching band. The requirements for the first two years as a music major are advisable as a prerequisite. Alternate years, 1979-80.

THREE HOURS

LANGEJANS

FALL SEMESTER

375. SECONDARY METHODS AND MATERIALS — The study and observation of secondary level teaching techniques in the vocal general music class with examination of materials and emphasis upon administrative responsibilities. Alternate years, 1980-81.

TWO HOURS

HOLLEMAN

SPRING SEMESTER

376. SECONDARY CHORAL METHODS — The development and observation of teaching procedures in the Jr. and Sr. high school choral program with emphasis upon vocal literature, choral style, and rehearsal techniques. Alternate years, 1980-81.

TWO HOURS

STAFF

FALL SEMESTER

490. INDEPENDENT STUDY — This course is designed to give students majoring in music an opportunity to do research in a field of Music History or Theory in which they have a particular interest. The student will submit a formal application which must be approved by the faculty member who will act as his advisor and tutor, by the music faculty as a whole, and by the Dean for Academic Affairs.

TWO or THREE HOURS

STAFF

BOTH SEMESTERS

Music

391. SENIOR SEMINAR IN MUSIC — A required senior music course designed to assist advanced students in the problems of music and to act as an additional survey of theoretical and music literature materials. Includes an oral comprehensive examination, as well as independent study.

TWO HOURS

KOOIKER

FALL SEMESTER

395. STUDIES IN MUSIC — A lecture or class in a special topic for music majors.

TWO or THREE HOURS

STAFF

APPLIED MUSIC COURSES

Applied Music courses are available to all students, from beginners to advanced. Private or class instruction is by advisement of the faculty, depending upon the student's degree of preparation. All music majors except first semester Freshmen are required to pass an examination each semester under the jury system. For Applied Music fees, see index.

In partial fulfillment of music major requirements, seniors majoring in applied music will give a full length evening recital and seniors majoring in music education will share in a joint evening recital. All juniors majoring in performance will give either a partial or full recital, the length to be at the instructor's discretion. Exceptions to recital requirements will be granted only by a decision of the music faculty recital committee.

All private lessons are of 30 or 45 minute duration. Lessons in Applied Music will not be made up unless the student notifies the instructor a reasonable time in advance of his absence. Private lessons falling on legal and special holidays will not be made up. All Applied Music students are required to fulfill practice time requirements, consisting of at least one hour per day for each weekly piano, organ, or instrumental lesson. Qualified students studying piano privately are required to accompany for a minimum of one lesson per week during course of study. Two hour credit courses are open to all students, including non-music majors. Three hours credit courses are open only to performance majors and to other music majors with the recommendation of the faculty. All students studying applied music meet for a class each Wednesday from 3:30 — 4:20.

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APPLIED MUSIC — PRIVATE INSTRUCTION

Applied lessons are either one-half hour lesson per week, receiving two hours credit per semester, or one forty-five minute lesson per week, receiving three hours credit per semester. Students should audition prior to registration.

APPLIED MUSIC

161 Flute; 162 Oboe; 163 Clarinet; 164 Saxophone; 165 Bassoon; 166 Horn; 167 Trumpet; 168 Trombone; 169 Baritone; 170 Tuba; 171 Percussion; 172 Harp; 173 Violin; 174 Viola; 175 Cello; 176 String Bass; 177 Organ; 178 Harpsichord; 179 Piano; 180 Guitar; 181 Voice; 185 Early Instruments

APPLIED MUSIC — CLASS INSTRUCTION

386. GUITAR CLASS, BEGINNING — Open to all students. A classical guitar is required for this course.

Music

187. GUITAR CLASS, INTERMEDIATE — A continuation of the above.

190. PIANO CLASS, BEGINNING — Open to all students who are beginning piano study, with the exception of piano majors to whom it is closed entirely. Limited to four hours total credit.
TWO HOURS PALMA BOTH SEMESTERS

191. PIANO CLASS, INTERMEDIATE — A continuation of the above.
TWO HOURS PALMA BOTH SEMESTERS

192. VOICE CLASS, BEGINNING — Open to all students, with a limit of four hours total credit; meets twice weekly.
TWO HOURS MORRISON BOTH SEMESTERS

193. VOICE CLASS, INTERMEDIATE — A continuation of the above; meets twice weekly.
TWO HOURS MORRISON BOTH SEMESTERS

194. VOICE CLASS, ADVANCED — A course open only to music majors working toward the Bachelor of Music in Vocal Music Education; meets twice weekly.
TWO HOURS MORRISON BOTH SEMESTERS

ENSEMBLES — CHORAL AND INSTRUMENTAL

100. CHAPEL CHOIR — Membership of approximately 70 voices determined each Spring by auditions from members of the College Chorus.
ONE HOUR RIETBERG BOTH SEMESTERS

110. COLLEGE CHORUS — Membership open to all interested students.
ONE-HALF HOUR DAVIS BOTH SEMESTERS

120. ORCHESTRA — Offers music majors and non-majors alike the opportunity to perform major works from the standard orchestra repertoire. The 60 member organization gives several concerts throughout the academic year and regularly features renowned faculty and guest soloists.
ONE HOUR RITSEMA BOTH SEMESTERS

125. WIND ENSEMBLE — A select group of approximately 35 musicians serving as a nucleus for the Concert Band. Performs alone as well as with the Concert Band and tours in the spring. Its repertoire includes smaller chamber works as well as the traditional band literature. Auditions in the spring and fall.
ONE-HALF HOUR CECIL BOTH SEMESTERS

130. CONCERT BAND — Open to all students by tryout in the fall. Reads and performs the standard band literature. A Pep Band is drawn from the group for athletic events.
ONE HOUR CECIL BOTH SEMESTERS

135. JAZZ ENSEMBLE — Provides an opportunity to read and perform the standard big band literature; improvisation is also stressed. The band performs on campus and traditionally plays for school assemblies in the state.
ONE-HALF HOUR CECIL BOTH SEMESTERS

Music

140. COLLEGIUM MUSICUM — Study and performance of instrumental and vocal music of the Medieval, Renaissance, and Baroque eras. Membership determined by tryouts at the beginning of the first semester.

ONE-HALF HOUR **SHARP and RITSEMA** **BOTH SEMESTERS**

150. SYMPHONETTE — Membership determined by tryouts at the beginning of the Fall term.

ONE-HALF HOUR **RITSEMA** **BOTH SEMESTERS**

155. OPERA WORKSHOP — A workshop involving stage movement, acting and singing in the context of opera or operetta literature. All students will participate in scenes or full productions. During one year scenes of some of the great operas will be performed and on the alternate year a full production will be performed. By permission of instructor only.

ONE HOUR **SHARP** **SPRING SEMESTER**

160. CHAMBER ENSEMBLES — By arrangement with a faculty member, chamber ensembles can be formed. The literature to be studied will determine the membership of the ensemble.

ONE-HALF HOUR **STAFF** **BOTH SEMESTERS**

PHILOSOPHY

MR. WESTPHAL, CHAIRMAN; MR. DYKSTRA, MR. JENTZ

Philosophy is a style of thinking and an historical tradition of thought; or rather, it is several styles (analytical, speculative, descriptive) and several traditions (eastern, western). It is at once the questioning search for meaning and truth throughout the whole of human experience and the history of such critical reflection. We engage in philosophical thinking both through thoughtful dialogue with important thinkers in the history of philosophy (see the courses listed below under II) and through disciplined reflection on the substantive issues we have inherited from the tradition (see the courses listed below under I and III). This contributes to the overall goals of liberal education in at least three ways:

1. To live as free and responsible members of our society requires an understanding of our past as an inheritance to be gratefully received and critically carried on. Since philosophy is an important part of our cultural heritage, its study belongs to the preparation for thoughtful citizenship in the broadest sense of the term.
2. Philosophical questions, whatever their specific content, have a tendency to become ways of asking the question, Who am I? Consequently the study of philosophy relates directly to that quest for personal identity which is often particularly intense in early adulthood. This does not presuppose that one starts with nothing in the way of answers, however. For the thinker who comes to philosophy as a Christian, for example, reflection takes the form of faith seeking understanding.
3. The roles of other disciplines and areas of experience in enriching human life can often be enhanced through deliberate reflection on the goals, methods, and fundamental concepts they involve. This occurs in such sub-disciplines of philosophy as philosophy of science, philosophy of religion, and philosophy of art (aesthetics).

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MAJORS AND NON-MAJORS

Students can pursue these and related goals through a single course in philosophy or through any number of combinations of courses short of a major. Others will want to make the history of philosophical thought and its special fields of inquiry the core around which their overall education is built and will become majors. Still others will want to combine a philosophy major with a major in some other field. Recent fields combined with philosophy in joint majors include:

Ancient Civilization, Biology, Chemistry, English, Math, Political Science, Psychology, Religion.

Hope College philosophy majors can be found
practicing law
teaching philosophy
teaching American studies
engaging in computer science research

Philosophy

pursuing careers in medicine
pastoring churches of various denominations
serving as a denominational executive in the Reformed Church in America

General Requirements for the Major in Philosophy

- 115 — Fundamentals of Philosophy
- 201 — Logic
- 219 — Ancient Philosophy
- Any **three** of the following five courses:
 - 220 — Modern Philosophy
 - 222 — Descartes to Kant
 - 223 — Hegel to Nietzsche
 - 224 — The Existentialist Tradition
 - 225 — The Analytic Tradition

Four Elective Courses in Philosophy

Total Credit Hours Required: 30

Variations from this program may be sought by written application to the department. Courses from other disciplines which are to be offered as partial fulfillment of the requirements of the philosophy major require the written approval of the department chairman.

Majors in Philosophy can be organized in such a way as to favor certain area studies in conjunction with the fields of philosophic inquiry: e.g. Philosophy of Religion with courses in the Department of Religion (or even with a major in that Department); the same for Political Philosophy and the Department of Political Science; Philosophy of Science with departments in the Natural or Social Sciences, and so forth, so as to make good sense in a student's vocational perspective. Specific examples include the following:

1. Pre-Seminary Students

A Philosophy major including:
331 — Philosophy of Religion
340 — History of Ethical Theory
226 — Oriental Philosophy

2. Pre-Law Students

A Philosophy major including:
340 — History of Ethical Theory
344 — Ethical Analysis
374 — Political Philosophy

3. Pre-Medical Students

A Philosophy major including:
331 — Philosophy of Religion
360 — Philosophy of Science
374 — Political Philosophy

4. Future Educators in Literature and the Arts

A Philosophy major including:
226 — Oriental Philosophy
331 — Philosophy of Religion
373 — Aesthetics

Philosophy

5. Future Educators in Social Studies

A Philosophy major including:

241 — History of Social and Political Theory

227 — American Philosophy

374 — Political Philosophy

I. Philosophic Methods and Skills

115. FUNDAMENTALS OF PHILOSOPHY — An introduction to argumentation and concept analysis in application to issues in ethics, social and political relations, and religion. Open to all students.

THREE HOURS

JENTZ

BOTH SEMESTERS

201. INTRODUCTORY LOGIC — An introduction to semantic problems as they affect logic, and development of skills in classical syllogistic logic and modern propositional logic. Introductory treatment of issues in philosophy of logic. (Not regarded as a prerequisite to other courses and not recommended as an introduction to philosophy.)

THREE HOURS

DYKSTRA

SPRING SEMESTER

II. Major Philosophical Traditions

219. ANCIENT PHILOSOPHY — Western philosophy from its beginnings through Socrates, Plato, Aristotle, Plotinus, and St. Augustine. Partial fulfillment of the Cultural History requirement.

THREE HOURS

JENTZ AND DYKSTRA

BOTH SEMESTER

220. MODERN PHILOSOPHY — European philosophy from the seventeenth century to the present, including such major figures as Descartes, Locke, Hume, Kant, Hegel, Whitehead, and representative pragmatists and existentialists. Partial fulfillment of the Cultural History requirement.

THREE HOURS

WESTPHAL AND DYKSTRA

BOTH SEMESTERS

222. FROM DESCARTES TO KANT — Critical analysis of seventeenth century rationalism, eighteenth century empiricism and the Kantian philosophy, with major emphasis on the epistemological and metaphysical issues. Not offered, 1979-80.

THREE HOURS

DYKSTRA

SPRING SEMESTER

223. FROM HEGEL TO NIETZSCHE — First the most comprehensive philosophical synthesis and most powerful affirmation of western culture since Aristotle, the Hegelian; then the most penetrating critiques of that synthesis and that culture, at the hands of Feuerbach, Marx, Kierkegaard, Schopenhauer and Nietzsche. Alternate years, 1980-81.

THREE HOURS

WESTPHAL

FALL SEMESTER

224. THE EXISTENTIALIST TRADITION — A study of the major philosophical existentialists of the twentieth century, such as Jaspers, Heidegger, Sartre, Marcel, and Camus. Some attention to Husserl and the phenomenological background of existentialism. Themes include: finite freedom, self and other, the mystery of being, hope and despair, guilt and death. Alternate years, 1979-80.

THREE HOURS

WESTPHAL

SPRING SEMESTER

Philosophy

225. THE ANALYTIC TRADITION — The development of analytic philosophy from Bertrand Russell through logical positivism and ordinary-language philosophy of Wittgenstein and the Anglo-American applications.

THREE HOURS

DYKSTRA SPRING SEMESTER

226. ORIENTAL PHILOSOPHY — An introduction to the major philosophic traditions of India, together with comparisons with and possible implications for philosophizing in the west. Alternate years, 1979-80.

THREE HOURS

WESTPHAL FALL SEMESTER

227. AMERICAN PHILOSOPHY — A study of contributors to a philosophic tradition in America: C.S. Peirce, William James, Josiah Royce, John Dewey, Alfred North Whitehead. Not offered, 1979-80.

THREE HOURS

JENTZ SPRING SEMESTER

III. Major Fields of Philosophy

241. HISTORY OF SOCIAL AND POLITICAL THEORY — The objective of the course is two-fold: 1) to consider some of the basic problems of political philosophy, and 2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. (Same as Political Science 341.)

FOUR HOURS

ELDER FALL SEMESTER

331. PHILOSOPHY OF RELIGION — This course examines the nature of religion and the logic of theistic belief. Students will also explore for themselves the implications of theistic commitment for life as they perceive it. Fulfills Senior Seminar requirement. Same as IDS 412.

THREE HOURS

DYKSTRA FALL SEMESTER

340. HISTORY OF ETHICAL THEORY — Survey of the important types of answers to the question of the nature of the good, with a critical analysis aimed at discovering whether and what kind of progress there may have been, what key options remain open in ethical philosophy, and what we can do with them. Alternate years, 1980-81.

THREE HOURS

JENTZ SPRING SEMESTER

344. ETHICAL ANALYSIS — An examination of issues in contemporary moral philosophy, including such topics as the definition of morality, the nature of moral discourse and the logic of moral arguments, and present versions of utilitarian and deontological types of ethical theory. Alternate years, 1979-80.

THREE HOURS

JENTZ SPRING SEMESTER

360. PHILOSOPHY OF SCIENCE — A clarification and critical examination of the fundamental concepts employed in making clear what science is, as explanation, discovery, and confirmation. Alternate years, 1980-81.

THREE HOURS

DYKSTRA SPRING SEMESTER

373. AESTHETICS — Readings from classical and contemporary sources discussing the nature of the arts, their relation to beauty, truth, and the sacred, and their function in contemporary society.

THREE HOURS

WESTPHAL FALL SEMESTER

Philosophy

374. POLITICAL PHILOSOPHY — The theory of the modern state, i.e. the state in capitalist, technological society. Attention to central concepts such as community, participation, power, liberty, freedom, justice, and ideology. Readings from Hegel, Marx, Weber, Arendt, Habermas, Ellul. Not offered, 1979-80.

THREE HOURS

WESTPHAL

SPRING SEMESTER

IV. Special Studies

295. STUDIES IN PHILOSOPHY — A lecture or seminar class in a special topic in philosophy.

THREE HOURS

STAFF

EITHER SEMESTER

490. INDEPENDENT STUDY — Prerequisite: Departmental approval of a student-proposed project prior to enrollment in the course. (See also, under General Academic Regulations, statement about Honors Independent Study or Research.)

THREE HOURS

STAFF

PREFERABLY FALL SEMESTER

495. ADVANCED STUDIES IN PHILOSOPHY — Topical seminars, focusing upon philosophic writing and the critique of papers in class. Prerequisite: permission of the instructor.

THREE HOURS

STAFF

EITHER SEMESTER

PHYSICAL EDUCATION AND RECREATION

MR. VANDERBILT, CHAIRMAN; MR. BREWER, MR. DE VETTE, MR. GREEN, MISS IRWIN, MR. KRAFT, MISS PARKER, MR. PATNOTT, MR. PETERSON, MR. SMITH, MR. VAN WIEREN. Assisting Faculty: MR. AFMAN, MRS. DE BRUYN

The curriculum of the Department of Physical Education and Recreation is designed to provide the undergraduate student a strong liberal arts background in addition to specific areas of expertise within physical education, recreation and/or dance.

Students currently majoring in the Department of Physical Education and Recreation also participate in the following activities:

- directing the entire intramural program at Hope College
- assisting coaches in collegiate sports
- working as assistants to physical therapists in local schools and hospitals
- directing various recreational programs through the local YMCA and Holland Department of Recreation
- serving as camp counselor in scout camps, camps for the handicapped and church camps
- provide meaningful experience for children in elementary physical education

Graduates of the Department of Physical Education are currently leading satisfying careers as:

- recreational therapist of Midwest city
- dance instructor at liberal arts college in Midwest
- teacher and coach at a Midwest college
- recreational director of a Midwest city
- professor of Motor Learning at a major Midwest university
- physical therapist in a large urban hospital in the East
- sports editor of a prominent Midwest newspaper
- teaching and coaching in many elementary and secondary schools around the nation

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PROFESSIONAL OPPORTUNITIES: Many students will find courses in the Department of Physical Education and Recreation helpful in preparation for their future professional vocation. With a major in this department numerous opportunities can occur. For example, elementary teaching, secondary teaching, college teaching after graduate work, coaching, athletic directorship, sport announcer, sport journalist, physical therapist, recreational therapist, occupational therapist, dance therapist, dance instructor, dance performer, leader in industrial recreation, community recreator, private enterpriser in recreation, physical education director, exercise or health dynamics expert are only a few of the career choices open for our majors and minors.

WORK/INTERNSHIP PROGRAM: Opportunities to apply theories and principles developed in the classroom are available for all students planning to

Physical Education and Recreation

major or minor in physical education, recreation or dance. Consult the Department Chairman for a copy of the program for your particular area of interest.

REQUIRED PHYSICAL EDUCATION: To be liberally educated each person should be knowledgeable about his/her body, good nutrition and the benefits of a habit of exercise. Additionally, it would seem important for each undergraduate to develop enough skill in one or two carry-over activities to find those activities fun and physiologically and psychologically beneficial. All students are required to take Health Dynamics, P.E. 140 and 141 during the first two semesters on campus. These are 1 hour credit courses and fulfill the P.E. College Core requirement in Physical Education. Students are encouraged to take four additional 100 level activity courses in their remaining years at Hope.

APPLICATION PROCEDURES: Students desiring a major or approved minor are required to consult the Department Chairman, preferably during their sophomore year. Upon student request the chairman will set up an appointment with the Screen Committee of the department for student guidance and program planning. Physical education majors minoring in Recreation or Dance, or Recreation majors minoring in Physical Education or Dance are required to substitute courses from within our department in cases when core requirements are duplicated.

PHYSICAL EDUCATION MAJORS: A major in physical education consists of a minimum of thirty hours within the department. Physical education courses 101-199 do not meet this requirement. All students planning to major in physical education are required to take Biology 111, Mathematics 210, Psychology 100, and Physics 101. A major must also complete the following physical education courses: 201, 301, 321, and 383.

MINOR: Recommended minor in Physical Education with an emphasis in Coaching or Teaching. When possible, courses should be taken in numerical order (e.g. P.E. 201 Introduction to P.E. and Recreation should be taken before P.E. 301 Psychology of Physical Activity and Sport, etc.) If this procedure is adhered to, the student will progress in a more meaningful sequence of courses.

EMPHASIS IN COACHING — (Suggested) 22 hours (two used by Education Department for certification requirement) Activity credit — at least 1 or 2 courses beyond P.E. 140-141 should be taken in sports offered as Inter-scholastic Sports in secondary schools: Physical Education courses 101-155, 201, 301, 321, (331-332 or 334-335), 340, and 361 or 383. Participation in intercollegiate and intramural sports are also recommended.

EMPHASIS IN TEACHING PHYSICAL EDUCATION — (Suggested) 22 hours (two hours used for Education Department Certification requirement) Physical Education 201, 221, 301, 321, and 383 plus one other course above 200 level and four activities courses in the areas of choice but swimming, gymnastics, and dance are strongly recommended. See Head of Screening Committee for activity course suggestions. (See Chairperson in Physical Education).

Suggested course sequence material for areas of concentration in Dance, Therapeutic Dance, Therapeutic Recreation, Physical Therapy, and Health Dynamics are available in the Physical Education office of the Dow Center.

Physical Education and Recreation

RECREATION MAJOR: A major in recreation consists of a minimum of thirty hours within the department. All students planning a major or composite recreation major are required to take Biology 111, Mathematics 210 and Psychology 100. A major must also complete the following core courses: 201, 250, 340, 365, 375, 383, and 490. In addition to the core, the student should choose 9 hours within the department from any of the following course offerings: 203, 230, 299, 295, 321, 325, 345, 346, 350 or 361. It is expected that the recreation major will be an active participant in the meaningful experience program of the Department. (See Physical Education and Recreation Chairman for details.)

COMPOSITE MAJOR FOR THE RECREATION STUDENT: The composite major utilizing recreation as one of the areas of concentration includes the 18 core hours (201, 250, 340, 365, 375, and 383, in addition to 4 additional hours chosen from the other recreational listings.

In addition to the 22 hours in Recreation the student must take at least 14 hours from a department other than physical education and Recreation in areas appropriate to the student's career plans. It is of utmost importance that the student contemplating a composite major secure information pertaining to composite majors from the Registrar's office prior to the completion of his sophomore year. In selecting courses the student is required to take 18 hours in courses numbered 300 or above. The following are possible areas for including in the Recreation composite major:

22 hours Recreation Core plus:

Minimum hours

- 14 hours Business Administration — for administrative positions in Recreation
- 14 hours Religion — for future Christian Education positions
- 14 hours Communications — for career plans for administering community or industrial recreational programs
- 14 hours Geology — Outdoor Recreators
- 14 hours Biology with Physiology background careers in Y.M.C.A. as Physical Directors and Fitness Experts are available
- 14 hours Art, Music or Theatre — In depth knowledge and experience in the other Arts could lend itself to a unique background for future community recreator.

Variations of the above may be sought by formal application to the Department of Physical Education and Recreation.

RECREATION MINOR: The certified minor includes a minimum of 22 hours (two of which are used by the Education Department for certification purposes).

The following courses are suggested for the minor: 201, 250, 340, 383, and two of the following five courses: 296, 299, 350, 365, or 375. Additionally four hours should be chosen from the following to complete a strong minor: 203, 230, 321, 325, 345, 346, 350, 365, or 375.

DANCE MINOR: See pages 145-147.

Physical Education Courses

101-199. PHYSICAL EDUCATION ACTIVITIES — Courses chosen by upper classmen,

Physical Education and Recreation

Soph., Jr., and Sr., during the last three years of undergraduate work. It is recommended that each student continue to carry out the principles set forth in P.E. 140-141 and attempt to continue to meet the criterion established for the student. Beginning Level (101-139) and Intermediate Level (150-199) are offered for the student. The activities offered include fencing, bicycling, aerobic dance, social dance, square and folk dance, creative movement, racketball, handball, cross country skiing, downhill skiing, tennis, badminton, volleyball, gymnastics, golf, modern dance, swimming, jogging, weight training, conditioning, relaxation, bowling, billiards, table tennis, archery, canoeing, backpacking, and life saving, scuba, karate, and a number of Intermediate Level activities.

140-141. Course for all freshmen during first year at Hope. These courses will establish the knowledge of diet and exercise as they relate to fitness and health and will provide opportunity for the student to personally experience those relationships by putting into effect an individualized program appropriate to the students needs and interests.

ONE HOUR EACH SEMESTER

PETERSON

BOTH SEMESTERS

201. INTRODUCTION TO PHYSICAL EDUCATION & RECREATION — Orients the student to professional work in these fields. Emphasis is placed on philosophy and history as it has influenced physical education and recreation. Same as Recreation 201.

THREE HOURS

BREWER

FALL SEMESTER

203. HEALTH EDUCATION — This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be studied and discussed. Same as Recreation 203.

THREE HOURS

SMITH

SPRING SEMESTER

221. ANATOMICAL KINESIOLOGY — The muscle-skeletal system and its action, with special reference to the field of health and physical education is studied in detail. Prerequisite: Biology 112. Same as Dance 221.

THREE HOURS

GREEN

SPRING SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING — This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as recreation 230. (Prerequisite: Sr. Life Certification)

TWO HOURS

PARKER, STAFF

SPRING SEMESTER

231. MEASUREMENT THEORY AND PRACTICE — Designed to acquaint the student with existing tests and measures and sources for their location; to critically evaluate existing tests and measures; to administer tests and interpret their results; and to develop an understanding of the basic elements of statistics necessary for comprehension of contemporary research literature in our field.

THREE HOURS

KRAFT

FALL SEMESTER

295. STUDIES IN PHYSICAL EDUCATION — Designed as a lecture discussion experience, in special topics of interest at the sophomore level of competency.

ONE, TWO, or THREE HOURS

STAFF

TBA

Physical Education and Recreation

299. INTERNSHIPS IN PHYSICAL EDUCATION AND RECREATION — Designed for first hand experience in community, campus, health dynamics, or camp program. Contracts will be agreed upon between the student, staff member and employer and should be finalized prior to the student leaving campus. A three hour contract will include individual sessions with the staff member on campus and at the site of employment, reading materials in preparation for the experience, goal setting, and personal evaluation. A paper summarizing some aspect of the experience may also be a requirement of the course. Other internships are possible in urban semester programs. The most appropriate time for this type of experience is during the summer months. The student must be hired for work related to his/her professional plans in order to qualify for the program. For total of six hours. Three hours may be chosen twice for the Recreation or Physical Education major or minor. Same as Recreation 299.

STAFF ANY SEMESTER OR SUMMER

301. PSYCHOLOGY OF PHYSICAL ACTIVITY & SPORT — The purpose of this course is to gain an understanding of human behavior in activity learning experiences and in competitive sport situations. Special emphasis is given to the theory and research in the areas of Motor Learning and Sport Psychology. Prerequisite: Psychology 100.

THREE HOURS

VANDERBILT SPRING SEMESTER

305. ADVANCED TECHNIQUES AND COMPOSITION FOR MODERN DANCE — This is an introductory course in the rhythmic structure of dance, including problems in line, design, theme and group choreography. Prerequisite: Dance 116 and 117 or permission from the instructor. Alternate years, 1980.

TWO HOURS

DE BRUYN SPRING SEMESTER

315. MODERN DANCE METHODS — Explores the materials, techniques and principles of creative dance for youth. A concentrated study is made of how children discover movement and create dances. Prerequisite: Physical Education 205 or two semesters of Techniques and Fundamentals in Modern Dance. Alternate years, 1979. Same as Dance 315.

TWO HOURS

DE BRUYN SPRING SEMESTER

321. EXERCISE PHYSIOLOGY — Introduces the specialized knowledges associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Prerequisite: Biology 112. Same as Recreation 321.

THREE HOURS

PETERSON FALL SEMESTER

325. CONCEPTS IN HEALTH DYNAMICS — Designed to familiarize the student with the specialized knowledges of the relationships between exercise, fitness, diet and health at an advanced level. Additionally, training in the evaluation of fitness and health status and in exercise and nutritional counseling will be done. Prerequisite: Biology 112 and Physical Education 321. Same as Recreation 325.

THREE HOURS

PETERSON SPRING SEMESTER

331. TECHNIQUES OF COACHING TRACK, CROSS COUNTRY, WRESTLING AND OTHER SPORTS (Coaching Men I) — The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1979-80.

THREE HOURS

BREWER, STAFF FALL SEMESTER

Physical Education and Recreation

332. TECHNIQUES OF COACHING FOOTBALL, BASKETBALL, AND BASEBALL (Coaching Men II) — The fundamentals of these sports and the techniques and theories of coaching them are analyzed. This course requires three lecture periods and a one hour laboratory a week. Alternate years, 1980-81.

THREE HOURS

DE VETTE and SMITH

FALL SEMESTER

334. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women I) — The purpose of this course is three fold: 1) exploration and analysis of techniques; 2) theories of coaching; 3) class organization for women's sports. The areas of sport covered in this course are: swimming, tennis, basketball, golf and track and field. Alternate years, 1979-80.

THREE HOURS

IRWIN

FALL SEMESTER

335. TECHNIQUES OF COACHING WOMEN'S SPORTS (Coaching Women II) — The purpose of this course is the same as that of 334, but the sports covered will be: softball, volleyball, gymnastics, and field hockey. Alternate years, 1980-81.

THREE HOURS

IRWIN

FALL SEMESTER

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS — The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Recreation 340.

THREE HOURS

GREEN

FALL SEMESTER

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL — This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. Same as Recreation 345.

THREE HOURS

PARKER

FALL SEMESTER

236

346. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE SECONDARY SCHOOL — Designed to acquaint the student with a variety of styles of teaching; to select and have practical experience in utilizing these styles; to construct objectives that are clear, obtainable and measurable; and to assist in structuring learning environments that will enable students to readily achieve these objectives. Prerequisites: Junior standing and Physical Education 301.

TWO HOURS

STAFF

SPRING SEMESTER

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION — The course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Recreation 350. Alternate years, 1979-80.

THREE HOURS

VAN WIEREN

SPRING SEMESTER

361. SPORT AND CULTURE — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Recreation 361. Same as Sociology 351.

THREE HOURS

VANDERBILT

FALL SEMESTER

Physical Education and Recreation

383. MECHANICAL ANALYSIS OF HUMAN MOVEMENT — Basic mechanical principles as they underlie efficient movement are explored and applied to fundamental physical skills and sport. A knowledge of physics will make the course more meaningful, but it is not a prerequisite. The utilization of mathematical formula is limited. In most cases the stress is on the practical application of formula and not on computational procedures. Same as Recreation 383.

THREE HOURS

KRAFT SPRING SEMESTER

490. INDEPENDENT STUDY — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest. Prerequisite: Senior Standing.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN PHYSICAL EDUCATION — A course intended to provide a meaningful exchange of ideas on contemporary issues in physical education and sport. Prerequisite: Senior Status.

THREE HOURS

STAFF BOTH SEMESTERS

Recreation Courses

201. INTRODUCTION TO HEALTH, PHYSICAL EDUCATION AND RECREATION — Orients the student to professional work in these three fields. Emphasis is placed on philosophy and history as it has influenced physical education, health and recreation. Beginning course for physical education and recreation majors and minors. Same as Physical Education 201.

THREE HOURS

BREWER, STAFF FALL SEMESTER

203. HEALTH EDUCATION — This course is designed to give the student a contemporary look at American health problems. Such areas as mental health, physical fitness, diet and nutrition, reproduction and morals, stimulants and depressants, communicable diseases, and senses and organic systems will be looked at and discussed. Same as Physical Education 203.

THREE HOURS

SMITH SPRING SEMESTER

230. WATER SAFETY INSTRUCTION (W.S.I.) SWIMMING — This course is an intensive theory and method course which deals with swimming. It includes not only teaching methods but biomechanics of swimming, development of swimming skills, information on pool management and fifteen hours of observation and teaching of swimming. Same as Physical Education 230.

250. COMMUNITY RECREATION — PROGRAMS AND ACTIVITIES — A course designed to serve as an introduction to the recreation field. A prerequisite for other courses in the recreation curriculum. The role and scope of recreation and leisure in the American culture will be explored in examination of the following areas: 1) the role of recreation in America, 2) the sources and settings of recreational services, 3) the recreation profession, and 4) the recreation program.

THREE HOURS

DE VETTE SPRING SEMESTER

299. INTERNSHIPS IN RECREATION — Designed for first hand experience in community, campus, health dynamics, or camp program. Contracts will be agreed upon between the student, staff member and employer and should be finalized prior to the student leaving campus. A three hour contract will include individual sessions with

Physical Education and Recreation

the staff member on campus and at the site of employment, reading materials in preparations for the experience, goal setting, and personal evaluation. A paper summarizing some aspect of the experience may also be a requirement of the course. Other internships are possible in urban semester programs. The most appropriate time for this type of experience is during the summer months. The student must be hired for work related to his/her professional plans in order to qualify for the program. For total of six hours. Three hours may be chosen twice for Recreation or Physical Education major or minor. Same as Physical Education 299.

STAFF ANY SEMESTER OR SUMMER

321. EXERCISE PHYSIOLOGY — Introduces the specialized knowledges associated with the physiology and biochemistry of exercise and physical conditioning. Additionally, it illustrates the process of the derivation of exercise principles and the application of those principles to health, fitness and/or performance objectives. Prerequisite: Biology 112. Same as Physical Education 321.

THREE HOURS

PETERSON FALL SEMESTER

325. CONCEPTS IN HEALTH DYNAMICS — Designed to familiarize the student with the specialized knowledges of the relationships between exercise, fitness, diet and health at an advanced level. Additionally, training in the evaluation of fitness and health status and in exercise and nutritional counseling will be done. Same as Physical Education 325. Prerequisite: Biology 112 and Physical Education or Recreation 321.

THREE HOURS

PETERSON SPRING SEMESTER

340. TRAINING AND PERSONAL HEALTH CARE FOR ATHLETIC PARTICIPANTS — The principles of exercise physiology as they relate to athletic participants. Attention is also given to the care and prevention of injuries sustained in athletic competition. Same as Physical Education 340.

THREE HOURS

GREEN FALL SEMESTER

345. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE ELEMENTARY SCHOOL — This course is designed to acquaint the classroom teacher with the total program of physical education and recreation in the elementary school. Special emphasis is given to the theoretical basis for physical education and the mastery of elementary skills. For non-physical education majors only. Same as Physical Education 345.

THREE HOURS

PARKER FALL SEMESTER

346. TEACHING PHYSICAL EDUCATION AND RECREATION IN THE SECONDARY SCHOOL — Designed to acquaint the student with a variety of styles of teaching; to select and have practical experience in utilizing these styles; to construct objectives that are clear, obtainable and measurable; and to assist in structuring learning environments that will enable students to readily achieve these objectives. Same as Physical Education 346. Prerequisite: Junior Standing.

TWO HOURS

STAFF SPRING SEMESTER

350. ADAPTED AND THERAPEUTIC PHYSICAL EDUCATION AND RECREATION — This course is designed to help teachers with limited background in medical and technical aspects of medical rehabilitation to help the atypical person achieve maximum physical development. Same as Physical Education 350. Alternate years, 1979-80.

THREE HOURS

VAN WIEN SPRING SEMESTER

Physical Education and Recreation

361. SPORTS AND CULTURE — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Same as Sociology 361.
THREE HOURS VANDERBILT FALL SEMESTER

365. URBAN RECREATIONAL ADMINISTRATION AND SOCIOLOGICAL CONSIDERATIONS — A unique approach to the study of the administrative dimensions of recreation in the urban setting, with special emphasis on the case method approach. The concept of leisure will be discussed, along with various other sociological aspects of recreation. The three phase program will be as follows: 1) On campus study of leisure and utilization of the case method approach to administrative problems, 2) At Cran-Hill Ranch in-depth discussion, reports, taped lectures, personal reflection, and appropriate films should assist the preparation of the student for the city visit, 3) In the city of Chicago — visits and discussions with recreational leaders in the suburban areas and the inner city with primary focus on the contrast in recreational opportunity in the suburbs and inner city.
THREE HOURS VANDERBILT ANY SEMESTER

375. THEORETICAL AND PRACTICAL ASPECTS OF WILDERNESS SKILLS PROGRAMS — The theory and practice of basic wilderness skills for the development of leadership in outdoor recreational experiences within our society. To acquaint the student with the knowledge and application of Emergency First Aid, personal safety, and the ecological impact of outdoor recreational participation.
THREE HOURS PARKER SPRING SEMESTER

383. MECHANICAL ANALYSIS OF HUMAN MOVEMENT — Basic mechanical principles as they underlie efficient movement are explored and applied to fundamental physical skills and sport. A knowledge of physics will make the course more meaningful, but it is not a prerequisite. The utilization of mathematical formula is limited. In most cases the stress is on the practical application of formula and not on computational procedures. Same as Physical Education 383.
THREE HOURS KRAFT SPRING SEMESTER

490. INDEPENDENT STUDY — This course provides opportunity for the pursuit of an independent research study or in-depth reading in a specific area of interest.
ONE, TWO or THREE HOURS STAFF BOTH SEMESTERS

495. SEMINAR FOR MAJORS IN RECREATION — A course intended to provide a meaningful exchange of ideas on contemporary issues in recreation. A final synthesis provided through theoretical discussion and possible research experiences.
THREE HOURS STAFF BOTH SEMESTERS

PHYSICS

MR. VAN PUTTEN, CHAIRMAN; MR. BROCKMEIER, MR. FRISSEL, MR. HICHTA, MR. JOLIVETTE, MR. MARKER, MR. NORTON, MR. TOEVS, MR. VAN WYLEN.

The Department of Physics offers a comprehensive program for those desiring a career in physics or allied natural sciences. The physics course structure allows each student to tailor his program to his main interests. Opportunities for research participation are available to all physics students at all class levels during both the academic year and the summer. Students are presently engaged in:

- X-ray analysis of trace elements in environmental samples
- computer analysis of experimental data
- design and fabrication of electronic circuits to process data
- simulation of and analysis of stellar nuclear reactions
- experimental studies of nuclear reactions
- microcomputer control of industrial systems

The undergraduate research program centers around the 2.5 million volt Van de Graaff accelerator and in industrial process control. The accelerator laboratory has a full complement of nuclear particle detectors and electronic instrumentation, and special equipment can be designed and constructed in the fully equipped metal shop and electronics laboratory. Such extensive laboratory facilities are rarely found in undergraduate colleges, and are comparable to those in the best graduate schools. Research is carried out in the application of microcomputer to the control of industrial machines and processes. Students have the opportunity to help develop systems that are manufactured and put into actual use. Research projects in geophysics, Fourier optics, and applied mathematical methods are also available. The College's Sigma 6 Computer System is used extensively by physics students at all levels.

PHYSICS MAJOR

The minimum requirement of all physics majors is twenty-six hours of course work from the departmental offerings. The courses that make up the twenty-six hours should depend on the student's future plans; therefore the specific courses chosen to satisfy the physics major must have full departmental approval; this approval should be obtained at the time of application for major.

Physics students are strongly encouraged, as early as possible, to become involved in one of the research projects of the staff members. Summer stipends for such activity are often available.

- A. Program for students interested in post-graduate professional work in physics, astronomy, medicine, biophysics, chemical physics, radiation physics, environmental physics, medical physics, or engineering.

A minimum of 26 hours from physics courses numbered 121 and higher including 10 hours from courses numbered 340 or higher. Physics 381

and 382 are required. Additional requirements are Chemistry 111 and 113, Geology 115, or Biology 100, Mathematics 135, 136, 235, and 270. Typically students enroll in physics, mathematics, and chemistry as freshmen. Individual counseling with members of the Physics Department is strongly advised so that the course pattern chosen best meets the objectives of the student.

B. Dual Majors

In a case of a dual major the physics courses required are those in paragraph A above. The additional mathematics and science requirements shall be established by agreement between the student and the department. Recent dual majors have included physics-math, physics-geology, physics-chemistry, and physics-philosophy.

C. Students preparing for secondary education

A physics major will require 30 hours (Certification requirement) in physics and may include Physics 113, and 114 providing departmental approval is obtained.

D. Geology-Physics Composite Majors

A program of study in the two departments is included under the Degree Program section of the catalog. The program provides a strong background for students interested in the interdisciplinary area of geophysics.

E. Engineering

Students interested in engineering careers can concentrate their studies in the engineering courses listed at the end of the Physics course listing. A major would consist of a minimum of 26 hours of Physics and Engineering courses. Included are ten hours of upperclass courses in Engineering or Physics courses numbered 300 or higher. Physics 381 is required.

PRE-MEDICINE STUDENTS

The sequence Physics 121, 122, 141 and 142 satisfies the entrance requirements for most medical schools. In addition Physics 225 and 241 are suggested. The student should consult with the Health Professions Committee. The physics major will give strong undergraduate preparation for certain technical areas of medical research.

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PRE-ENGINEERING STUDENTS

Hope offers three-two and four-one programs that lead to the BA degree from Hope, and the BS or MS degree from one of several engineering schools. These programs are detailed on page 281. Physics 121, 122, 225 and 341 are required for these programs. See paragraph E. above for additional information.

COMPUTER SCIENCE

Computer science majors will find portions of the physics curriculum of unique value because of:

- 1) the close inter-relationship of the developing technologies of electronics, large scale integration, physical optics, etc. with computer design and operation,
- and 2) the high degree to which mathematical concepts are applied to the understanding of solving problems.

Physics

The computer is introduced and highly used in the freshman lab associated with the General Physics sequence Physics 121, 122, 141, 142. Also highly recommended is Physics 241 and 242 for experience in analog and digital electronics, and Physics 341 for applied mathematical methods. In addition Physics 331, Process Control, provides experience in using microcomputer systems to control processes and experiments.

Non Science Major Oriented Courses

113. ASTRONOMY — A survey of the physical universe; what we know and how we know it. Topics include the telescope, the solar system, our sun, types of stars and their intrinsic properties, the H-R diagram, stellar evolution, quasi-stellar objects, pulsars, black-holes, galaxies, and cosmology. Opportunities for observational work are included. No prerequisites.

TWO HOURS

BROCKMEIER

SPRING SEMESTER

114. PHYSICS OF SOUND AND MUSIC — Everyday sound and musical phenomena provide a natural, intuitive introduction to general physical principles which are then used to assess more complex sound phenomena on a physical basis. This pattern is the fundamental method of physical science. The study of common musical instruments and electronic synthesis systems is included. No prerequisites.

TWO HOURS

TOEVS

SPRING SEMESTER

245. PHYSICS FOR ELEMENTARY TEACHERS — A course designed to introduce the prospective elementary school teacher to concepts of physics. Topics include scientific method, descriptive astronomy, mechanics, electricity and magnetism. This course is open only to prospective elementary education teachers and they are expected to fulfill their college science requirement with this course unless excused by the chairman of the Education Department. Lecture 5 hours per week including 1 hour of laboratory. Prerequisites: None. Offered for one-half semester along with Geology 240.

TWO AND ONE-HALF HOURS

STAFF

FALL SEMESTER

242

Science Major Oriented Courses

101. INTRODUCTION TO PHYSICS I — The course includes the following areas: 1) Mechanics (vectors, forces, work, momentum, and energy), 2) Geometric Optics, 3) Wave Motion, 4) Practical Electricity (DC circuits), and 5) an Introduction to Computer programming. The emphasis of the course is on understanding the physical phenomena which surround us.

The course is designed for students interested in nursing, physical therapy, occupational therapy, medical technology, and non-professional science students not planning to enter graduate school in science. Non-science major students are welcome. Students who have taken or are now taking Calculus may not enroll in this course. Specifically excluded are premedical and pre dental students. A laboratory course, Physics 141, should be taken concurrently for laboratory credit.

THREE HOURS

STAFF

FALL SEMESTER

102. INTRODUCTION TO PHYSICS II — A continuation of Physics 101. The course includes the following areas: 1) Molecular Physics and Heat, 2) Acoustics, 3) Electricity and Magnetism (AC circuits), 4) Light and Color, and 5) Atomic and Nuclear Physics.

Physics

These topics are treated in a manner so as to provide an understanding of the physical phenomena without requiring an extensive mathematical background. It is designed for the same students as Physics 101 and has the same exclusions. Physics 142, Physics Laboratory II, should be taken concurrently for laboratory credit.

THREE HOURS

STAFF SPRING SEMESTER

121. GENERAL PHYSICS I — The course is calculus based and designed for students desiring professional science careers. It provides a rigorous examination of the following physical phenomena and systems: 1) Mechanics (forces, conservation laws, work, potentials, and fields), 2) Geometric Optics, 3) Wave Motion, 4) Practical Electricity (DC circuits) and 5) Introduction to Scientific Programming. Physics 141 is a co-requisite. Mathematics 135, Calculus I, must be taken either before or concurrently with this course.

THREE HOURS

STAFF FALL SEMESTER

122. GENERAL PHYSICS II — A continuation of General Physics I, Physics 121. The course is calculus based with an accompanying laboratory. It is designed for students desiring professional careers in science. The course provides a rigorous introduction to the following topics: 1) Molecular Physics and Heat, 2) Electricity and Magnetism (AC circuits), 3) Light and Color, 4) Atomic and Nuclear Physics. Physics 142 is a co-requisite. Math 136 is a co-requisite.

THREE HOURS

STAFF SPRING SEMESTER

131. GENERAL PHYSICS I — The course is calculus based and designed for the more mathematically mature student. Specifically, it is the suggested course for Physics, Mathematics, Computer Science, and Chemistry majors. Although the topics covered are essentially the same as those in Physics 121, they are explored in a manner that utilizes the power of mathematics more fully. The topics included are: 1) Mechanics (forces, conservation laws, work, potentials and fields), 2) Geometric and Physical Optics, 3) Wave Motion, 4) DC circuits, and 5) Introduction to Scientific Programming. In addition special topics of current, scientific interest are discussed. The emphasis of the course is on establishing a rigorous understanding of physical phenomena. Mathematics 135 and Physics 141 are co-requisites.

THREE HOURS

STAFF FALL SEMESTER

243

132. GENERAL PHYSICS II — A continuation of Physics 131. Additional topics are examined in a rigorous manner. Included are: 1) Molecular Physics and Heat, 2) AC circuits, 3) Electricity and Magnetism, 4) Atomic and Nuclear Physics. Areas of current research are discussed. Major emphasis is placed on understanding the physical phenomena of the universe from a conceptual point of view. Physics 142 and Mathematics 136 are co-requisites.

THREE HOURS

STAFF SPRING SEMESTER

141. PHYSICS LABORATORY I — The laboratory is designed to accompany Physics 101, 121, and 131. Basic laboratory skills are developed. The use of modern instrumentation, in physical measurements are employed. Students gain experience in using computers to analyze scientific measurements. Phenomena such as light, sound, radioactivity, and electricity are studied in quantitative terms. Co-requisite: Physics 101, 121, or 131.

ONE HOUR

STAFF FALL SEMESTER

142. PHYSICS LABORATORY II — A continuation of Physics 141, Physics Laboratory

Physics

I. The laboratory accompanies Physics 102, 122, 132. Physical phenomena are studied and measured on a more advanced level. The topics of electricity and magnetism, resonance, electrical circuits, are explored. In addition, experiments are performed that use the typical measurement techniques of modern physics. A major goal of the course is to develop skills in the measurements of physical phenomena. Prerequisite: Physics 141.

ONE HOUR

STAFF SPRING SEMESTER

225. APPLICATIONS OF PHYSICS TO CHEMICAL AND BIOLOGICAL SYSTEMS —

The course covers four basic areas and their application to chemical, biological, and engineering systems. The areas are thermodynamics, fluid mechanics, material mechanics, and radiation physics. Specific topics, with applications in parenthesis include basic thermodynamics (reaction kinetics), entropy (life systems, elasticity), distribution functions (gases, concentration gradients, NMR) pressure, viscosity, and turbulent flow (blood volume, blood pressure measurements), surface tension, diffusion, permeability (osmosis, saline-freshwater conversion, cell membranes, transmission of nerve signals, electrophoresis), stress, strain, torque and shear (strain gauges, piezoelectricity, skeletal-muscular system), and ionization and energy loss mechanisms in radiation (detection, shielding, biological damage). Prerequisites: Physics 122 or 132, Math 136 or permission of instructor.

THREE HOURS

TOEVS FALL SEMESTER

270. MODERN PHYSICS — A first course in the quantum physics of atoms, molecules, solids, nuclei, and particles. Topics include the historical basis of modern physics, the Schrodinger wave equation, one electron atoms, angular momentum, spectra, transition rates, and quantum statistics. Applications to atoms, molecules, nuclei, conductors, semiconductors, superconductors, and elementary particles will be discussed. Experiments as well as theory will be examined. Prerequisites: Physics 122 or 132, Math 136, or permission of instructor.

THREE OR FOUR HOURS

JOLIVETTE SPRING SEMESTER

244

241. ELECTRONICS I — An introduction to digital and analog electronics. The use of transistors, integrated circuits, and operational amplifiers in instrumentation is studied. Design techniques are taught. In the accompanying 3 hour laboratory course, random logic circuits are built including scalars, timers, digital to analog converters, and analog to digital converters. Analog amplifiers, summers, and pulse amplifiers are built and studied. Prerequisites: A laboratory course in physics, or previous electronics experience, or permission of instructor.

THREE HOURS

VAN PUTTEN FALL SEMESTER

242. ELECTRONICS II — Advanced applications of analog and digital electronics. Linear feedback theory is studied, including stability criteria. Circuits using active filters, power amplifiers, phase lock loops, and instrumentation amplifiers are studied and built in the three hour laboratory. The circuitry of digital computers is studied along with the relationship between hardware and assembly language. A digital computer is built and programmed in the laboratory. Prerequisite: Physics 241 or permission by instructor.

THREE HOURS

VAN PUTTEN SPRING SEMESTER

290. INDEPENDENT STUDIES — With departmental approval a freshman or sophomore may engage in independent studies at a level appropriate to his ability and

Physics

class standing, in order to enhance his understanding of physics. A student may enroll each semester.

ONE or TWO HOURS

STAFF

BOTH SEMESTERS

295A. SCIENTIFIC COMPUTER PROGRAMMING — An introduction to computers and Fortran programming. Methods of scientific problem solving and data reduction under Batch and Timesharing. Least squares fitting, sorting, matrix methods, transcendental equations solving, complex variables, Monte Carlo methods, modeling of systems seen in the sciences. This course is a substitute for Computer Science 120 and is intended for students majoring in the Physical Sciences. Corequisite: Mathematics 135. Same as Computer Science 295.

THREE HOURS

BROCKMEIER

FALL SEMESTER

331. PROCESS CONTROL — (Same as Computer Science 331). The control of experiments and processes using microcomputers is taught. The theory of continuous and discrete sampling methods of control is studied. Microcomputers are programmed to illustrate the problems of control, data manipulation, and data analysis. A primary goal of this course is the development of skill in assembly language programming and an understanding of the relationship between assembly language and hardware.

THREE HOURS

VAN PUTTEN

FALL SEMESTER

332. PROCESS CONTROL LABORATORY — (Same as Computer Science 332). The control methods studied in Physics 331 are applied to actual systems. Microcomputers are interfaced with terminals, displays, analog to digital converters, and other input-output devices. Applications of microcomputers to data acquisition and on-line data analysis are included.

ONE HOUR

VAN PUTTEN

SPRING SEMESTER

341. INTRODUCTION TO THEORETICAL PHYSICS — Mathematical methods are applied to physical problems. Vector calculus and complex variables are studied as methods of describing physical systems. Wave propagation is examined in detail. The methods of Fourier analysis are developed. Physical systems described by second order differential equations are studied, particularly those described by differential equations whose solutions are Bessel Functions, Legendre polynomials, and associated Legendre polynomials. Prerequisite: Physics 122 or 132. Co-requisite: Math 270.

STAFF

FALL SEMESTER

342. ELECTRICITY AND MAGNETISM — A course in classical electromagnetism with the development and application of Maxwell's equations as the central focus. Topics include electromagnetic fields, boundary value problems, dielectric and magnetic materials, radiation, energy and momentum of the electromagnetic field, and wave guides. Prerequisite: Phys. 341 and Math 270.

FOUR HOURS

BROCKMEIER

SPRING SEMESTER

352. PHYSICS OF THE OPTICAL DOMAIN — A course primarily concerned with the optical portion of the electromagnetic spectrum. Topics considered are geometrical optics, optical devices, polarization, diffraction and interference, interferometry, Fourier optics, holography and optical properties of materials. Prerequisite: Phys. 341. Alternate years.

THREE HOURS

FRISSEL

SPRING SEMESTER

Physics

361. ANALYTICAL MECHANICS — A study in Newtonian mechanics, potential description, oscillatory motion, Lagrangian and Hamiltonian dynamics, normal modes, and perturbation methods. Prerequisite: Physics 341.

FOUR HOURS

BROCKMEIER

FALL SEMESTER

362. STATES OF MATTER — The prominent states of matter are examined from a classical and quantum mechanical points of view. An overview of thermodynamics and statistical mechanics is given. Effects of Bose-Einstein and Fermi-Dirac statistics are detailed for gases, liquids and solids. Slightly degenerate perfect gases, electrons in metals and Bose-condensation viewed as a first order phase transition are discussed. Applications are made to such systems as plasmas, semiconductors and crystals. Special emphasis is given to superfluids, superconductors, and the Josephson effect. Alternate years.

THREE HOURS

HICHWA

SPRING SEMESTER

372. QUANTUM THEORY — A detailed study of the mathematical and physical foundations of quantum mechanics. Topics include the Schroedinger wave equation, one-dimensional potentials, operator methods in quantum mechanics, the Heisenberg representation of operators, the three-dimensional Schroedinger equation, angular momentum, the hydrogen and helium atoms, matrix methods in quantum mechanics, time independent and time dependent perturbation theory, radiation of atoms, scattering theory and group theory applied to the rotation group. Prerequisite: Physics 270.

FOUR HOURS

HICHWA

SPRING SEMESTER

381. ADVANCED LABORATORY — This laboratory combines experiments from both classical and modern physics and from interdisciplinary physics fields such as biophysics and geophysics. Extensive use of the computer and FORTRAN is made in the analysis of data from the experiments. Detailed error analysis of each experiment is required. Experiments are from the fields of electricity and magnetism, gravitation, electronics, optics, acoustics, and atomic and nuclear physics. One hour of lecture and seven hours of laboratory. Required for physics majors. Prerequisites: Physics 241, 242, 270.

TWO HOURS

HICHWA

FALL SEMESTER

382. CONTINUATION OF ADVANCED LABORATORY — Experiments in the second semester of advanced laboratory include Rutherford scattering, neutron activation (geophysics) and a gamma camera (medical physics) among others. One hour of lecture and seven hours of laboratory. Required for physics majors. Prerequisite: Physics 381.

TWO HOURS

HICHWA

SPRING SEMESTER

490. RESEARCH — With departmental approval a junior or senior may engage in independent studies at a level appropriate to his ability and class standing, in order to enhance his understanding of physics. A student may enroll in each semester.

ONE or TWO HOURS

STAFF

BOTH SEMESTERS

495. ADVANCED STUDIES IN PHYSICS — A lecture or seminar in an area of special interest or experience. Department chairman's approval required.

TWO or THREE HOURS

STAFF

ANY SEMESTER

Current or Planned Engineering Courses

Underclass Courses

295B. INTRODUCTION TO SOLID MECHANICS. Principles of statics including equilibrium and static equivalence. Determination of moment and force resultants in slender members. Introduction to the use of structural analysis computer programs. Introduction to mechanics of deformable bodies, concepts of stress and strain, stress-strain relations. Application to engineering problems involving truss structures, torsion of solids, and beam deflections and stresses. Prerequisites: Mathematics 136 and Physics 121 or 131.

THREE HOURS

NORTON FALL SEMESTER

295C. PRINCIPLES OF ENGINEERING MATERIALS. The engineering properties of metals, plastics, and ceramics are examined and the application and modification of these properties to solve engineering problems is discussed. Various failure theories for isotropic, anisotropic, and composite structures are examined. Prerequisites: Mathematics 136 and Physics 122 or 132.

THREE HOURS

NORTON SPRING SEMESTER

Upperclass Courses

295D. THERMODYNAMICS. Zeroth, first and second laws of thermodynamics. General energy equation. Concepts of irreversibility and availability. Thermodynamic principles as applied to power and refrigeration cycles. Prerequisites: Mathematics 270, Physics 122 or 132, and Chemistry 121.

THREE HOURS

NORTON FALL SEMESTER

295E. MECHANICAL VIBRATIONS. Free and forced response of single and multiple degree of freedom lumped mass systems, and of continuous bodies. Classical and numerical methods for solving vibration problems. Applications to the vibrations of mechanical systems and structures, earthquake response of structures. Prerequisites: Intro to Solid Mechanics, Mathematics 240 and 270. Physics 341 is recommended.

THREE HOURS

NORTON SPRING SEMESTER

247

295F. MECHANICAL DESIGN. Application of the fundamentals of solid mechanics and materials to the analysis and design of mechanical elements and systems. Economic factors, principles of engineering drawings including tolerancing. Students will undertake a design project, culminating in a written report and oral presentation. Prerequisites: Intro to Solid Mechanics, Mechanical Vibration. Principles of Engineering Materials is highly recommended.

THREE HOURS

NORTON PLANNED FOR 80-81

In addition: Physics 241, 242, 331, 332, and 342 are important for students interested in Electrical Engineering. Physics 361 is suggested for those interested in Mechanical Engineering.

POLITICAL SCIENCE

MR. ZOETEWY, CHAIRMAN; MR. ELDER, MR. HOEKSEMA, MR. HOLMES.

The academic program of the Department of Political Science seeks to provide the student with a systematic understanding of government, political behavior, and political institutions in the local, state, national and international areas. To accomplish this goal, students majoring in political science take such courses as "History of Political Theory," "Comparative Government," "American Political Parties," and "International Law." In addition to these theoretical courses, students enroll for academic credit in departmental programs which give the student a first-hand encounter with political processes both at home and abroad. For example, they work in political campaigns, intern in local and county governments, observe national presidential conventions, and work as a Congressional aide. All political science majors have the opportunity to apply for the Washington Semester Program. This program enables students to enroll in seminars with key political and administrative officials in the national government.

In addition to courses, students majoring in political science have engaged in a wide variety of activities which include:

- organizing a local Holland precinct
- sponsoring a model United Nations for local area high schools
- meeting with prominent campus visitors, such as Senators Mark Hatfield and Robert Packwood
- organizing a "get-out-to-vote" campaign among college students over the "age of majority"
- serving as youth chairmen of county, congressional district, and state political party committees

248 Graduates of the Department of Political Science have pursued such satisfying careers as:

- a member of the United States House of Representatives
- an assistant to the President's Press Secretary
- a foreign service officer in Southeast Asia
- a professor of International Relations at a major American University
- a senior partner in a nationally prominent law firm
- a juvenile rehabilitation officer
- an administrator of a hospital in New York state
- an insurance agent in the state of Maine
- a budget analyst in Fairfax County, Virginia
- a campaign management specialist with his own consulting firm

SOCIAL SCIENCE REQUIREMENT: Students who want to fulfill the college social science requirement should take Political Science 101.

GENERAL PROGRAM FOR MAJORS: The program for majors, consisting of not less than twenty-five hours in the department, is designed to provide an excellent background and training for the student who wishes to prepare for secondary-level teaching, government service, law school, or graduate work

Political Science

in political science. Students who take appropriate electives in other disciplines may also prepare for eventual careers in journalism, public relations, industry, small business, personnel administration, as well as other facets of human relations. To assure a good balance of course work each student major will be required to enroll in 101, 121 or 212, 251, 261 or 262, 341 and 494. Each major is strongly urged to take Economics 201 and to fulfill his college mathematics requirement by taking Math 210 (Statistics).

SPECIAL PROGRAM IN FOREIGN AREAS STUDIES: A political science major may choose to concentrate on foreign areas studies in which case he will complete an individually tailored thirty-one hour study program formulated in conjunction with his advisor. This study program would include an appropriate balance of subnational, national, and international level political science courses and must be approved by the Department of Political Science. Political Science 101 is required. Programs will vary according to geographic areas and interested students should see the following faculty members who serve as program advisors: Dr. Elder, Dr. Hoeksema, and Dr. Holmes. For most of these area programs, up to six of the thirty-one hour requirement may be taken outside the Department of Political Science. Students who meet the International Education Committee's requirements for study abroad may include a year of study in the area itself through programs such as those sponsored by the GLCA or IES.

101. NATIONAL GOVERNMENT — A study of the national government from its origins (including the formation and development of the Constitution) through its development to the present. Varying approaches to teaching this course are used by the staff, though the discussion-lecture format is a common approach for all. Simulations (Holmes), foreign policy emphases (Holmes, Hoeksema), theoretical foundations for U.S. political and social institutions (Elder), historical, institutional, and practical politics emphases (Zoetewey, Hoeksema) are among the special approaches and interests of the staff.

THREE HOURS

STAFF BOTH SEMESTERS

121. STATE AND LOCAL GOVERNMENT — Procedures of government at the state and local level are studied with an emphasis on the functional approach. Prerequisite: Political Science 101. Students who are interested in pursuing a career in state and local government should also take Political Science 235 (Public Administration) and Political Science 391 (Internship in Local Government or possibly state government).

THREE HOURS

ZOETEWAY FALL SEMESTER

211. AMERICAN POLITICAL PARTY DEVELOPMENT — This course will trace the origin and growth of our political parties, major and minor, from the late 18th century to the present. Prerequisite: Political Science 101 or permission of the instructor. Not offered 1979-80.

THREE HOURS

ZOETEWAY FALL SEMESTER

212. PARTIES, PRESSURE GROUPS AND ELECTIONS — This course will involve a study of the organization and functions of contemporary political institutions such as parties, pressure groups and the nominating and electoral processes. Prerequisite: Political Science 101.

THREE HOURS

ZOETEWAY SPRING SEMESTER

Political Science

235. PUBLIC ADMINISTRATION AND POLICY — The underlying principles of public policy and government management at the federal, state and local levels. Prerequisite: Political Science 101. Students who are interested in a career in government should also take Political Science 391 (Internship — in Federal Vocations, Local Government, or possibly in state government).

THREE HOURS

ELDER, HOLMES

FALL SEMESTER

251. INTERNATIONAL RELATIONS — An introduction to, and an examination of the major problems confronting the peoples and nations of the modern world. Prerequisite: One semester of college work.

THREE HOURS

HOLMES

FALL SEMESTER

261. COMPARATIVE GOVERNMENT — A study of the major types and forms of governments of Europe. Prerequisite: One semester of college work.

THREE HOURS

HOEKSEMA

SPRING SEMESTER

262. INTRODUCTION TO THE POLITICS AND INTERNATIONAL RELATIONS OF LATIN AMERICA — A political survey of the nations of Latin America and their relations with the outside world. Special attention is given to the role of the military in these countries. Prerequisite: Sophomore standing. Not offered 1979-80.

THREE HOURS

HOLMES

SPRING SEMESTER

270. INTRODUCTION TO CULTURE AND POLITICS OF INDIAN SUBCONTINENT — Considerable emphasis will be placed on the effects which religion, social structure and history can have on the nature of the functions performed by the political institutions of a society. Major emphasis will be on the social and political institutions of India, Pakistan, and Bangladesh. Prerequisite: One semester of college work.

THREE HOURS

ELDER

SPRING SEMESTER

272. INTERNATIONAL RELATIONS OF SOUTHEAST ASIA — A geographical, cultural, historical and political study of the countries of Southeast Asia from 1945 to the present time. Not offered 1979-80.

250 THREE HOURS

HOEKSEMA

FALL SEMESTER

295. STUDIES IN POLITICAL SCIENCE — This course allows a student to take a course 1) that would have a particular relevance at a particular time, 2) that would arouse and attract student interest, and 3) that would allow professors to develop areas within or related to their academic training. Courses that have been or could be offered include Civil Rights, Political Modernization, Far East Politics, Urban Government and Politics, Soviet-American Relations, Political Violence, and Political Economy. Prerequisite: One semester of college work.

THREE HOURS

STAFF

BOTH SEMESTERS

300. GOVERNMENT AND POLITICS OF THE SOVIET UNION — This course analyzes the roots of the Bolshevik Revolution and the development of modern day Soviet political institutions and processes. Particular stress is placed on the role of the Communist Party and its relation to the different sectors of Soviet society and government, phases of domestic and foreign policy, the ever current struggles for succession, collectivization and incentives for agriculture, forced-draft industrialization, changing nature of the totalitarian state, and government by technocrats.

THREE HOURS

HOEKSEMA

FALL SEMESTER

Political Science

302. THE POLITICS OF RACE AND ETHNIC RELATIONS — This course takes a socio, historical, psychological and economic approach to the political position of minorities in our society. Most attention is focused on the Black racial minority, but what is true for a racial minority, such as the Indians and Blacks, is often true for an ethnic minority, such as the growing Spanish speaking minorities. A good deal of attention is given to developing a theoretical framework that will allow political prediction of when cultural racism, biological racism, violence, and political action will occur. Prerequisite: One semester of college work. Not offered 1979-80.

THREE HOURS

HOEKSEMA

EVERY OTHER YEAR

304. POLITICS OF THE MIDDLE EAST — This course will offer a survey of recent and current international problems, together with some historical background, including the Arab-Israeli conflict, the process of decolonization, the question of Arab unity, and the interests and policies of the great powers. Prerequisite: One semester of college work.

THREE HOURS

HOEKSEMA

FALL SEMESTER

331. LEGISLATIVE PROCESS — The organization and operations of Congress and the role of the Executive and Administrative agencies in the process of law making. Major issues before Congress will be studied in some detail. Prerequisite: Political Science 101.

THREE HOURS

ZOETWEY

SPRING SEMESTER

339. AMERICAN CONSTITUTIONAL LAW — Principles of the American Constitution; separation of powers, federalism, the power of the national and state government, and limitations on the exercise of those powers. Prerequisite: Political Science 101. Open to qualified sophomores.

THREE HOURS

ZOETWEY

FALL SEMESTER

341. HISTORY OF POLITICAL AND SOCIAL THEORY — The objective of the course is two-fold: 1) to consider some of the basic problems of political philosophy, and 2) to indicate how they grew out of an attempt on the part of man to discover his purpose and the nature of his social organization. Open to qualified sophomores.

FOUR HOURS

ELDER

FALL SEMESTER

251

346. AMERICAN POLITICAL AND SOCIAL THOUGHT — This course analyzes and interprets fundamental political ideas in terms of their origins, assumptions and developments. Prerequisite: Political Science 101. Open to qualified sophomores. Not offered 1979-80.

THREE HOURS

ELDER

SPRING SEMESTER

352. INTERNATIONAL LAW, ORGANIZATION, AND SYSTEMS — Survey of present and possible future international procedures and systems for resolving problems arising from relations between nation states. Political Science 251 recommended but not required as prerequisite. Open to qualified sophomores.

FOUR HOURS

HOEKSEMA

SPRING SEMESTER

378. AMERICAN FOREIGN POLICY — American foreign policy is examined in global terms with emphasis on alternating political moods of the public, processes by which policy is formulated and executed, its current substance, and challenges of international politics. Open to qualified sophomores.

THREE HOURS

HOLMES

FALL SEMESTER

Political Science

391. INTERNSHIP PROGRAM — A field experience in government at the local, state or national level, or with a political party organization. The student will work in a governmental or political office for a minimum period of time and, under the direction of a staff member, prepare a paper related in some manner with his field experience. Prerequisite: Junior Standing or consent of the Chairman.

ONE to FOUR HOURS

STAFF

BOTH SEMESTERS

490. INDEPENDENT STUDIES — Independent research of an advanced nature under the supervision of a designated staff member, culminating in the preparation of an extensive research paper. Prerequisite: Senior standing and consent of the department chairman.

THREE HOURS

STAFF

BOTH SEMESTERS

491. READINGS — Independent reading of assigned works of an advanced nature under the supervision of a designated staff member. Prerequisite: Senior standing and consent of the department chairman.

ONE to THREE HOURS

STAFF

BOTH SEMESTERS

494. SEMINAR — This course will provide instruction in bibliography and research methods, followed by individual research projects in some field of politics and the preparation of the research paper. Seminars scheduled for 1979-80 will study National Security (Holmes: Fall) and The Presidency (Hoeksema: Spring). Prerequisites: Not less than six hours in Political Science, Junior standing, and permission of instructor.

THREE HOURS

HOLMES, HOEKSEMA

BOTH SEMESTERS

392A. WASHINGTON SEMESTER INTERNSHIP IN CONGRESS.

392B. WASHINGTON SEMESTER INTERNSHIP WITH POLITICAL INTEREST GROUPS.

393A. WASHINGTON SEMESTER INTERNSHIP IN AMERICAN FOREIGN POLICY.

252 393B. WASHINGTON SEMESTER INTERNSHIP IN PUBLIC ADMINISTRATION.

These four internships are offered under the Washington Semester Program (see Political Science 496). During the first half of the semester students will be interning in a congressional office or with an interest group. During the last half of the semester, the student will intern in an executive branch agency. Internees will prepare a term paper for each internship on a topic related to the internship experience.

EIGHT HOURS

HOLMES

SPRING SEMESTER

496. WASHINGTON SEMESTER PROGRAM — This program enables superior students from all disciplines to study in Washington, D.C. and to apply knowledge of their area as it relates to government and politics. Select junior and senior students will take a seminar on American government and politics (Political Science 496, 8 hours credit), participate in group interviews with Congressmen and legislative staff, executives, lobbyists, political party officials, and journalists, intern for two seven-week periods in Congress (Political Science 392A, 4 hours credit), the executive branch (Political Science 393A or B, 4 hours credit), or with political interest groups (Political Science 392B, 4 hours credit), and prepare extensive research papers based upon their semester's work.

EIGHT HOURS

HOLMES

SPRING SEMESTER

PSYCHOLOGY

MR. VAN EYL, CHAIRMAN; MR. BEACH, MR. BROWN, MRS. DICKIE, MR. GRANBERG, MR. LUDWIG, MR. MOTIFF, MR. MYERS, MR. SHAUGNESSEY.

The Department of Psychology aims to provide its students with a strong base in the methodology and fundamental concepts of psychology in order to prepare them to enjoy the study of behavior or to pursue graduate study or practical applications of psychology. It is the department's philosophy that the best preparation for the future comes through acquiring the intellectual tools that will enable the student to be a problem solver, to change and grow as old techniques and vocational specialties become obsolete and new approaches become available.

The department also offers students opportunities to witness and experience psychological principles and thereby to shape their personal visions for the future. Almost half of the department's courses offer the opportunity for laboratory experience.

The department's exceptional, new facilities include a faculty-student lounge, an eight room laboratory for observing children and small groups, 40 additional rooms for laboratory instruction and research with humans and animals, and innovative classroom facilities. Many students collaborate with faculty in research in much the same way that graduate students do in large universities. In 1972, Hope was one of 19 colleges and universities to receive a National Science Foundation grant for summer research by psychology students and in 1973 a team of six Hope students received a National Science Foundation grant to support their summer research project on mental retardation. Each year 30-35 psychology students are involved in independent study — learning psychology by doing psychology.

The Psychology-Sociology Composite Major is designed specifically for students who plan to enter the "helping professions," such as social work. This program utilizes the greater Holland community and its social agencies as a laboratory for learning.

Graduates of the Department of Psychology are now pursuing interesting careers, such as:

- teacher of Organizational Psychology at Yale University
- senior partner in an Eastern law firm
- pastor of a Reformed Church in America congregation in the Midwest
- administrative assistant to a United States Senator
- career officer in the United States Navy
- personnel manager for a national photography-chemical firm
- human engineer for a national computer firm
- director of a social agency in Western Michigan

Although employment opportunities are increasing for the person holding only the bachelor's degree in psychology, a master's or doctoral degree is still considered essential for doing professional work in the field. Con-

Psychology

sequently, the student who aims to work as a psychologist should plan on graduate study, preferably study leading to the Ph.D degree.

Due to the variety of interests and goals of students wishing to major in psychology and to the variety of directions one may take within the field of psychology, flexibility is provided in the major requirements.

MAJOR REQUIREMENTS: The minimum requirements of all psychology majors are 24 hours of psychology credit including General Experimental Psychology (200), Laboratory in Psychology (390), and Introductory Statistics (Math 210) — with its lab (212) strongly recommended. Broad sampling across the range of basic psychology, represented by 200-level courses, is strongly recommended. Since behavior is rooted in the organism's biology, course work in animal biology (Biology 112, Heredity, Human Ecology) is also strongly recommended. Other courses in computer science, biology, math, philosophy, sociology and communications are recommended. Computer Science 180 (or Math 180) provides valuable computer experience and training. Psych. 290, 295, 490, 494, and 495 may be repeated but no more than four hours in any combination may be applied to the major requirement.

A "Psychology Department Handbook" is available for students desiring more detailed information regarding the department and psychology facilities, activities, programs and opportunities at Hope.

100. INTRODUCTION TO PSYCHOLOGY — An introduction to the study of behavior. Psych. 100 or Psych. 200 is a prerequisite for all other psychology courses except 210.

THREE HOURS

STAFF

BOTH SEMESTERS

200. GENERAL EXPERIMENTAL PSYCHOLOGY — A beginning study of experimental and research methodology in contemporary psychology. Specific topics from the areas of learning, perception, motivation, developmental, personality, and social psychology are employed to teach the student basic concepts and methods of observation, measurement, hypothesis formation, experimental design, data collecting, data analysis, and generalization.

FOUR HOURS

MOTIFF, VAN EYL, SHAUGHNESSY

BOTH SEMESTERS

210. ANIMAL BEHAVIOR — An introduction to psychological, ethological and ecological approaches to animal behavior. Emphasis is on animals as models for complex processes and as exhibitors of intrinsically interesting behavior.

TWO HOURS

MOTIFF

220. EDUCATIONAL PSYCHOLOGY — Same as Education 220. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

230. DEVELOPMENTAL PSYCHOLOGY — An introduction to theories, research methods, and findings related to intellectual, emotional, perceptual, social and personality development during the life-span, with emphasis on childhood and adolescence.

THREE HOURS

DICKIE, LUDWIG

BOTH SEMESTERS

231. THERAPEUTIC RELATIONS WITH CHILDREN — Weekly seminars and readings

Psychology

in conjunction with field research or participation. Emphasis will be on principles and techniques in therapeutic interactions with children. This course may be repeated once for credit. Co-requisites or prerequisites: Psychology 230 and permission of instructor.

ONE HOUR

DICKIE

240. THE HELPING RELATIONSHIP: PRINCIPLES AND SKILLS — This course is a seminar-workshop discussing the principles and practicing the skills involved in the helping relationship. Several instructors explore the theories of the helping relationship, helpers and helpees as persons, clinical skills of effective helping, self-defeating behavior, and transactional analysis applied to helping. The course has a limited enrollment and is held on Beaver Island.

THREE HOURS

MOTIFF

MAY TERM

250. PERCEPTION — An introduction to the sensory and perceptual processes as manifest in contemporary theory, research, and application. Special attention is paid to vision.

THREE HOURS

VAN EYL

SPRING SEMESTER

260. INTRODUCTION TO PERSONALITY — Introduction to the study of personality with emphasis on development and dynamics.

THREE HOURS

BEACH, BROWN

BOTH SEMESTERS

270. LEARNING AND MEMORY — Experimental methods, research findings and contemporary theories are evaluated for problems of conditioning, learning, and memory.

THREE HOURS

SHAUGHNESSY

FALL SEMESTER

275. PHYSIOLOGICAL PSYCHOLOGY: BRAIN AND BEHAVIOR — An introduction to the physiological bases of behavior. Research findings and methods will be emphasized regarding the neural processes underlying brain function and behavior.

THREE HOURS

MOTIFF

FALL SEMESTER

280. SOCIAL PSYCHOLOGY — The effect of social conditions on people's behavior and attitudes.

THREE HOURS

MYERS

BOTH SEMESTERS

290. SUPERVISED STUDY IN PSYCHOLOGY — Designed to give the psychology student an opportunity for first-hand learning experience in laboratory settings or in a field placement under the supervision of a faculty member. It is the student's responsibility to obtain prior approval of the project from his/her faculty supervisor. May be repeated for credit; however, no more than four hours in 290, 295, 490, 495 may be applied to the 24-hour major requirement. Prerequisite: Psych. 100 and permission of the instructor/supervisor.

ONE or TWO HOURS

STAFF

BOTH SEMESTERS

295. STUDIES IN PSYCHOLOGY — An experimental lecture or seminar course designed as a one-time or trial offering. May be repeated for credit but no more than four hours in 290, 295, 490, 495 may be applied to the 24-hour psychology major. Prerequisite: permission of instructor.

TWO or THREE HOURS

STAFF

Psychology

315. ENVIRONMENTAL PSYCHOLOGY — This course considers psychological concepts and principles that relate to the physical aspects of the environment. Perceptual, learning, emotional, and motivational principles and concepts are related to the natural environment and particularly to the designs of man-made environments (homes, apartments, neighborhoods, shops, malls, schools, parks, etc.).

THREE HOURS

VAN EYL SPRING SEMESTER

330. THE EXCEPTIONAL CHILD — Same as Education 330. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

362. METHODS OF SOCIAL RESEARCH — Same as Sociology 362. (When taken as psychology credit it cannot be counted toward the 24 hours required for a psychology major.)

370. PSYCHOLOGY OF BEHAVIOR DISORDERS — An introduction to the study of pathological behavior. Includes investigation into etiological factors, common syndromes, and a survey of therapeutic measures. Prerequisite: Psychology 260.

THREE HOURS

GRANBERG BOTH SEMESTERS

380. GROUP DYNAMICS — Systematic study of the characteristics and functions of face-to-face groups; interpersonal relationship, group forces, cohesiveness, group process, goal formation, decision-making, styles of leadership and group membership roles. Practical application of group dynamics theory is included. Analytical observations are taken of groups in action. Psychology 280 is strongly recommended as a prior course.

THREE HOURS

BEACH SPRING SEMESTER

390. LABORATORY IN PSYCHOLOGY — A psychology laboratory course in a specific content area such as Animal Behavior, Developmental Psychology, Perception, Learning, or Physiological Psychology: Brain and Behavior. The corresponding lecture course for each of these lab courses (e.g. 210, 240, 250, 270, 275, respectively) is a prerequisite as is General Experimental Psychology (200). The laboratory will emphasize scientific research in the content area, stressing contemporary methods of investigation and behavioral research. May be repeated for credit providing no specific content area is repeated. One course is required for the psychology major.

TWO HOURS

STAFF BOTH SEMESTERS

400. TESTS AND MEASUREMENTS — Same as Education 465. An introduction to the purposes, the construction and the interpretation of tests of psychological and educational differences and uniformities. Prerequisite: Math 210.

THREE HOURS

STAFF

410. THEORIES OF PERSONALITY AND PSYCHOTHERAPY — Representative personality theories are examined comparatively in terms of their essential concepts and propositions. Conceptual similarities and differences are explored. Implications of different theories for psychotherapy are considered. Prerequisites: Psychology 260; Psychology 370 is strongly recommended.

THREE HOURS

BROWN FALL SEMESTER

420. HISTORY AND SYSTEMS OF PSYCHOLOGY — The historic and systematic development of psychology. Prerequisite: Permission of instructor.

THREE HOURS

STAFF

490. SPECIAL STUDIES — This program affords an opportunity for the advanced psychology student to pursue supervised projects of his or her own choosing beyond the regular course offerings. The project may take on one of three forms: 1) the scholarly treatment of a particular topic using the library; 2) laboratory research; 3) a field placement combining study and an appropriate work experience with an organization or a professional person.

All three project types can be done in various combinations, on or off campus. To be eligible for the course the student must have a faculty sponsor, a specific topic in mind, a reasonable background in related course work, good independent study habits, initiative and high motivation. Special Studies credit requires departmental approval of a formal proposal to be submitted prior to registration. The number of credit hours and whether the course is taken for a grade or on a pass-fail basis are subject to department approval. The course may be repeated but no more than four hours of credit in this course, 290, 295, 494, and 495 may be applied to the psychology major requirement of 24 hours. When taken on a pass-fail basis the credit will not count toward the major requirement of 24 hours.

HOURS TO BE ARRANGED	STAFF	BOTH SEMESTERS AND SUMMER
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494. TOPICAL SEMINAR — A student or faculty initiated seminar on a special topic in psychology. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, and 495 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of seminar instructor. (Examples of recent offerings are: Mental Retardation, Human Sexuality, Urban Environment, and Monkeys, Apes and Man.)

TWO or THREE HOURS	STAFF
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495. ADVANCED STUDIES IN PSYCHOLOGY — An experimental lecture or seminar course designed for a one-time or trial offering. Intended for students of demonstrated maturity, as usually indicated by upperclass standing. May be repeated for credit, but no more than four hours in 290, 295, 490, 494, and 495 may be applied to the 24-hour psychology major requirement. Prerequisite: permission of instructor.

TWO or THREE HOURS	STAFF
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Special learning opportunities for psychology students are available through the Louisville, Chicago, Philadelphia, and Washington semesters. See pages 109-112.

RELIGION

MR. BRUINS, CHAIRMAN; MR. BOULTON, MR. LEE, MR. PALMA, MR. VERHEY, MR. VOOGD, MR. VOSKUIL

The broad academic purpose of the study of religion at the college level is to understand the role of religion in human culture. To accomplish that end the Department of Religion is divided into five areas of academic investigation: Biblical studies, historical studies, philosophical-theological studies, world religions and religion in contemporary cultures. While each student majoring in religion is required to enroll in both beginning and advanced level courses in each of the five areas, many religion majors concentrate in one area and develop, thereby, a considerable expertise. Many students have found the religion major an excellent way of focusing their liberal arts education at Hope College.

Students majoring in religion participate in a wide variety of academic and service activities which include:

- assisting professors with research programs
- enrolling in the Philadelphia or Chicago Urban Semester to investigate alternative ministries in an urban setting
- leading youth groups, both denominational and non-denominational, in area churches and performing community services

Students majoring in religion often form a composite major with another academic discipline, such as Philosophy, Communication, Theater, Music, Foreign Languages, Sociology, and History. Each year many graduates of this department go on to graduate studies in major universities and seminaries in this country and abroad.

258 Graduates of the Department of Religion are currently leading satisfying careers such as:

- pastoring churches in this country and abroad
- teaching Biblical studies in seminaries and colleges
- serving as a theological librarian at a Midwest seminary
- directing a home for the aged in a Midwest community
- serving as youth directors in local churches

RELIGION OFFERINGS FOR THE ALL-COLLEGE REQUIREMENTS

Studies in the department are an integral part of the college curriculum and six semester hours (three semester hours for Junior and Senior transferees) in Religion offerings are required for graduation. Three of these hours are to be elected from the Basic Studies in Religion. The remaining hours are to be drawn from the upper level religion courses, allowing for those exceptions where additional prerequisites are listed.

RELIGION AS A MAJOR

Religion is a department within the Humanities Division presenting an area of study and research which students preparing for various professions may choose as the focus of their liberal arts education. The Department of Religion is comprised of five disciplines: Biblical Studies, Historical Studies,

Theological-Philosophical Studies, Studies in World Religions, Studies of Religion in Culture. A religion major program requires 24-30 semester hours of courses elected from the five disciplines in Religion. Courses are also required in the departments of English, Philosophy, Languages, History, Psychology and Communications. Options for religion majors include seminars for individual research and, in consultation with the department chairman, the opportunity to fulfill selected required courses through a tutorial reading program. The program has been endorsed and recommended by graduate theological seminaries for students preparing for church vocations.

For students interested in pursuing careers in Christian education and youth work in the local church, the religion major-church worker program is recommended. This program consists of the regular religion major course of study to which particular courses for skill development are added.

Basic Studies in Religion

110. LITERATURE OF JUDAISM AND CHRISTIANITY — A study of selected portions from Biblical literature, the primary documents of the Judeo-Christian tradition. The course will examine concepts in the religious tradition most basic in the Western world.

THREE HOURS

VERHEY, VOSKUIL

120. BASIC CHRISTIAN THOUGHT — An inquiry into the basic tenets of Christianity dealing with God, the nature and predicament of man and human destiny. These tenets are examined in relation to their historical and contemporary contexts.

THREE HOURS

LEE, PALMA

130. INTRODUCTION TO WORLD RELIGIONS — An analysis of categories of religious behavior, attitudes and assumptions as manifested and illustrated in world religion sources. Contemporary life is evaluated in the light of these categories.

THREE HOURS

VOOGD

140. RELIGION IN SOCIETY — An examination of the role that religion plays in societies such as ancient Israel and early Christianity. The place of religion in these societies will serve as models for understanding religion in American life, past and present, with special reference to issues such as church and state, and religion and social ethics.

THREE HOURS

BOULTON, BRUINS

259

Biblical Studies

211. GOSPEL LITERATURE — A study of the synoptic gospels and John emphasizing the ministry and thought of Jesus. Attention is given to twentieth century research in the gospels. Sophomore standing.

THREE HOURS

VERHEY

212. PAULINE LITERATURE AND THOUGHT — The sources and content of the Apostle Paul's thought are treated through a study of his New Testament letters. The course also examines recent trends in Pauline research. Sophomore standing.

THREE HOURS

VERHEY

215. HISTORY AND RELIGION OF ANCIENT ISRAEL I — The history, literature and

Religion

religion of Israel from the Patriarchal era to the Babylonian exile. A study of the Old Testament against the background of the ancient Near East.

THREE HOURS

VOOGD

216. HISTORY AND RELIGION OF ANCIENT ISRAEL II — The history, literature and religion of Israel from the Babylonian exile to the Christian era. A study of the rise of post-exilic Judaism in fusion and confrontation with the empires of Persia, Greece and Rome.

THREE HOURS

VOOGD

311. WISDOM LITERATURE OF ISRAEL — Study of the role of the sages and their contribution to Israel's religious and intellectual life through examination of the Wisdom books of Israel. Selections from contemporary literature bearing on the perennial problems raised by the Wisdom writers are used as collateral reading. Junior standing.

THREE HOURS

STAFF

312. PROPHETIC LITERATURE OF ISRAEL — A study of the prophetic literature of Israel in its historical setting. The course examines the basis of the prophetic movement, its impact on Israel's political, social, and religious life, and its relationship to later Jewish and Christian thought. The course also examines the prophetic social concerns as they relate to contemporary social problems. Junior standing.

THREE HOURS

VOOGD

421. ARCHAEOLOGY AND THE BIBLE — A study of the archaeological discoveries which cast a direct or indirect light upon the Biblical record, including an analysis of the Dead Sea Scrolls.

THREE HOURS

VOOGD

Historical Studies

221. RISE OF CHRISTIANITY I — The rise and development of Christianity from the second century to the Reformation era. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

VOSKUIL

222. RISE OF CHRISTIANITY II — The history of Christianity from the Reformation era to the present day. Students who intend to take both 221 and 222 should elect them in their proper sequence. Sophomore standing.

THREE HOURS

VOSKUIL

321. RELIGION IN AMERICA — An analysis and study of the various religious movements and cults in America from colonial times to the present.

THREE HOURS

BRUINS, VOSKUIL

422. STUDIES IN CALVINISM — A survey of the teachings of John Calvin and the development of the Reformed tradition in Europe and North America.

THREE HOURS

BRUINS

Theological-Philosophical Studies

231. PERSPECTIVES ON CHRIST — A study of representative views and images of

Religion

Christ. Conceptions to be covered stem from a number of perspectives: theological, historical, psychological, etc. Attention is also given to images of Christ expressed in culture including music, painting and literature. Prerequisite: One course in "Basic Studies in Religion."

THREE HOURS

PALMA

331. PHILOSOPHY OF RELIGION — A critical study of religious beliefs as truth claims, their meaning and validity, the character of religious knowledge and issues concerning religious language.

THREE HOURS

PALMA

333. EXISTENCE AND FAITH — A systematic inquiry into the Christian interpretation of human existence through a critical analysis and evaluation of such non-Christian existentialists as Sartre, Camus and Heidegger and such Christian theologians as Calvin, Kierkegaard, Niebuhr and Tillich. Prerequisite: One course in "Basic Studies in Religion."

LEE

335. CONCEPTIONS OF GOD — A typological study of various theological and philosophical conceptions of God and their implications for such problems as the meaning of evil, freedom of the will, and man's knowledge of God. The Biblical conception of God will be analyzed and then compared to the conceptions of God in various theologians (e.g. Augustine, Aquinas, Calvin, Edwards, Barth, Tillich and Niebuhr) and philosophers (e.g. Plato, Aristotle, Eckhart, Hegel, Whitehead and Hartshorne).

LEE

Studies in World Religions

242. NEAR EASTERN RELIGIONS — An introduction to the major religions of Mesopotamia, Egypt, Palestine, Arabia, Greece and Rome. Sophomore standing.

THREE HOURS

VOOGD

341. ASIAN RELIGIONS I — A study and analysis of the major religions of India. Junior Standing.

THREE HOURS

VOOGD, LEE

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342. ASIAN RELIGIONS II — A study and analysis of the major religions of China, Japan and Southeast Asia. Junior standing.

THREE HOURS

LEE

Religion in Culture

351. CHRISTIAN ETHICS — A course in the practice of ethics. While developing their own ethical positions, students are introduced to issues in the discipline of Christian ethics, such as the authority of the Bible, the nature of faith, the role of law in ethics, church and state, etc.

THREE HOURS

BOULTON

352. CHRISTIAN EDUCATION — An examination of current trends in Christian education in reference to theory, methods, and curricula in Christian education for the local church.

THREE HOURS

BRUINS

Religion

452. RELIGION AS A SOCIAL INSTITUTION — A study and analysis of the interaction and interpenetration of the disciplines of religion and sociology. Prerequisite: One "Basic Studies in Religion" and Sociology 101.

THREE HOURS

BOULTON

453. CHRISTIANITY AND CONTEMPORARY AMERICAN CULTURE — An examination of the major tenets of the Christian faith and the various ways in which the Christian faith interacts with major phenomena in contemporary American culture such as technology, the arts, politics and social morality.

BOULTON, BRUINS, PALMA

Seminar and Independent Study

295. STUDIES IN RELIGION — A lecture or seminar class on a selected topic from one of the five disciplines of the department. Prerequisite: one course in "Basic Studies in Religion" and sophomore standing.

THREE HOURS

STAFF

490. INDEPENDENT STUDIES — A program providing an opportunity for the advanced student to pursue a project of his own interest beyond the catalog offerings. Course can be based upon readings, creative research and/or field projects. Permission of department chairman required.

ONE, TWO or THREE HOURS

STAFF

495. SEMINAR — In-depth studies in any of the five disciplines of the department to develop the student's capabilities for individual research and use of primary sources. For religion majors only or by permission of instructor.

THREE HOURS

STAFF

SOCIOLOGY AND SOCIAL WORK

MR. MULDER, CHAIRMAN; MR. LUIDENS, MR. PIERS. ASSISTING FACULTY: MR. OSBURN, MR. WILSON.

The Department of Sociology and Social Work provides students with a variety of courses in two pre-professional "tracks." The Sociology track prepares students who plan to enter graduate or professional school in the areas of sociology, law, urban planning, the ministry, and numerous other fields. The Social Work track, which is granted in conjunction with the Department of Psychology, prepares students who are intending to join the "helping professions," either directly after graduation or following graduate studies in social work.

Sociology can be defined as the scientific study of human societies. In order for students to engage in this study, they will be introduced to the major theoretical and methodological issues of the discipline. Students will be able to choose from a wide selection of topical courses. These courses bring various theoretical and methodological understandings to the analysis of specific social structures and processes.

The program for a Sociology major requires a minimum of 27 hours. The course program must include a) Soc. 101 (Principles of Sociology); b) Math. 210 (Introduction to Statistics) and Soc. 262 (Methods of Social Research); and c) Soc. 361 (Theoretical Perspectives in Sociology). It is strongly recommended that these courses be completed by the junior year.

The Social Work major, a composite of Psychology and Sociology, is designed for students who are intending to enter professions which require direct contact with people concerning their social and personal welfare. This major builds upon a broad liberal arts base and examines: a) the philosophies of social welfare; b) various theoretical perspectives of sociology, psychology, and the other social sciences; and c) the complementary utility and integrative properties of the various theoretical perspectives.

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The requirements for the Social Work major include the following Social Work courses: a) Soc. 101 (Principles of Sociology) and Soc. 102 (Social Problems); b) S.W. 232 (Sociology of the Family), S.W. 241 (Introduction to Social Welfare), S.W. 242 or Soc. 312 (Child Welfare or Urban Sociology), Soc. 262 (Methods of Soc. Research), and S.W. 442 (Social Interventions); and c) the following courses from the Psychology Department: Psychology 100 or 200, 230, 260, 280 or 330, 370, 380 or 410.

Although not required, Social Work 443 or 446 is strongly recommended for all students in the Social Work major. It is also recommended that Social Work majors take Mathematics 210 (Introduction to Statistics) for their College mathematics requirement, and Biology 218 (Human Ecology) and Biology 217 (Principles of Heredity) toward their science requirements.

Students contemplating the Social Work major should consult with the Department of Sociology by the end of their sophomore year.

Sociology and Social Work

In addition to their classroom and experimental programs, Social Work students engage in a wide variety of activities which include the following:

- social research in the community
- liaison work with the Holland Police Department
- work with the mentally and physically handicapped in local clinics and hospitals
- work in local hospitals with bi-lingual patients
- work on a "one to one" basis with juvenile delinquents throughout the local courts
- work with neglected children through local agencies
- work with school children through social workers in schools

Sociology and Social Work students have the unique opportunity to carry out some of their studies in other social contexts. In particular, the Philadelphia Urban Semester and Chicago Metropolitan Semester offer students courses and field placements in an urban setting.

Graduates of Hope's Department of Sociology and Social Work have been involved in a variety of satisfying careers such as:

- college teachers, high school teachers
- ministers and church workers
- director of drug clinic in Western Michigan
- workers in prisons
- supervisors in counseling centers
- teachers of social work and psychiatry at major universities
- legal aid lawyer in Detroit, Michigan
- professional counselor for the Girl Scouts of America
- director of programs of special education in Virginia
- housing director at a midwest college

A. Basic Courses in Sociology and Social Work

101. PRINCIPLES OF SOCIOLOGY — Examination of the concepts and theories which make up the sociological perspective, the evidence which supports these theories and some ways in which the sociological perspective can aid in understanding social phenomena in the contemporary world.

THREE HOURS

LUIDENS or MULDER

BOTH SEMESTERS

102. SOCIAL PROBLEMS — Sociological analysis of selected major American social problems such as poverty, race relations, crime, drug addiction, mental disorders, ecological problems, their nature, treatment, and contributing factors. These problems will be viewed within the perspective of major sociological theories.

THREE HOURS

MULDER or PIERS

BOTH SEMESTERS

151. CULTURAL ANTHROPOLOGY — A study of the historical trends in anthropology that have led to its present perspective. The concepts of functionalism and cultural relativism are examined and evaluated. The course surveys various cultural patterns around the world. Not offered 1979-80.

THREE HOURS

WILSON

FALL SEMESTER

B. Sociology Courses

231. CRIMINOLOGY — The study of the social definition of "crime" and the process

Sociology and Social Work

of defining criminals. The roles of power and group self-interest will be analyzed as we examine the demographic and social contexts in which crime has been variously "found" in society. Prerequisite: Soc. 101 or Soc. 102.
THREE HOURS **LUIDENS FALL SEMESTER**

232. SOCIOLOGY OF THE FAMILY — A study of family structure in both the American society and in other cultures. Theory and research will focus on trends in family life and social problems reflected in family functioning. Prerequisite: Soc. 101 or Soc. 102. Same as S.W. 232.
THREE HOURS **PIERS BOTH SEMESTERS**

262. METHODS OF SOCIAL RESEARCH — A course dealing with a variety of research techniques available to social scientists. An attempt will be made to evaluate the merits of each technique. Practical experience will be part of the course.
THREE HOURS **MULDER SPRING SEMESTER**

265. SOCIOLOGY OF EDUCATION — Education from the institutional perspective, as an agency of socialization, analysis of various school and community relationships and discussion of the responsibility of both for the educational program of the community, and the relationship in general between society and education. Prerequisite: Soc. 101. Same as Educ. 265. Not offered 1979-80.
THREE HOURS **LUIDENS SPRING SEMESTER**

280. SOCIAL PSYCHOLOGY — The psychological principles underlying interpersonal and group behavior and the effect of social conditions on individual behavior. Same as Psychology 280.
THREE HOURS **MYERS BOTH SEMESTERS**

295. STUDIES IN SOCIOLOGY — Readings and discussion focusing on a selected topic of interest to sociologists and students. Prerequisite: permission of the instructor.
TWO or THREE HOURS **STAFF BOTH SEMESTERS**

311. POPULATION STUDIES — Determinants and consequences of changes in the basic demographic variables: fertility, mortality, migration. Composition and distribution of population throughout the world with emphasis on the relationship between population and other social, economic, and political factors. Issues about population control are also considered. Prerequisite: Sociology 101.
THREE HOURS **MULDER FALL SEMESTER 1979**

312. URBAN SOCIOLOGY — A study of perspectives sociologists use in studying cities, factors involved in urbanization, and the crisis in American cities. Study of the origin and development of cities, theory and research findings on the impact of urbanization on social life. Discussion of the changing shape and nature of cities and of urban social problems. Prerequisite: Sociology 101. Not offered 1979-80.
THREE HOURS **MULDER SPRING SEMESTER**

313. RURAL SOCIOLOGY — A study of the changing socio-cultural patterns in rural America. This course will focus on the contemporary structure of rural America covering such areas as agri-business and recent migration trends that affect rural areas. Prerequisite: Sociology 101. Not offered 1979-80.
THREE HOURS **MULDER FALL SEMESTER**

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321. PUBLIC OPINION AND MASS COMMUNICATION — Conceptual analysis of public opinion in relation to notions of democratic behavior and social change. Problems of measurement. The influence of the mass media, reference groups, and interpersonal relations. Prerequisite: Sociology 101.

THREE HOURS

MULDER SPRING SEMESTER

325. SOCIOLOGY OF FORMAL ORGANIZATIONS — An analysis of the nature and dimensions of formal "complex" organizations. Examination will be made of the inter-relationship between the principal organizational variables, such as centralization of power, job satisfaction among employees, formalization of tasks, and effectiveness of performance. Prerequisite: Sociology 101.

THREE HOURS

LUIDENS FALL SEMESTER 1978

331. SOCIAL STRATIFICATION — A study of sociological theory and research bearing on the various systems of social classification, such as class, power, prestige, race, ethnic background, sex, and age categories. Prerequisite: Sociology 101. Not offered 1979-80.

THREE HOURS

LUIDENS SPRING SEMESTER

341. SOCIOLOGY OF RELIGION — This course is intended to introduce the student to the variety of approaches, concepts, and theoretical understandings which constitute the discipline of the sociological study of religion. Prerequisite: Sociology 101.

THREE HOURS

LUIDENS SPRING SEMESTER 1980

351. SOCIOLOGY OF SPORTS — An examination of the scope and impact of sport in the twentieth century. Special attention will be focused on sport and social processes such as the influence of sport on mobility, stratification, and socialization. Emphasis will also be given to contemporary problems in sport and a look into the future of sport for man. Same as Physical Education 361. Alternate years 1978-79.

THREE HOURS

VANDERBILT FALL SEMESTER

356. SOCIAL CHANGE — An understanding of social change is a fundamental concern in sociology. This course will examine research dealing with both individual and cultural aspects of social change. Topics such as the diffusion of innovations, the effects of mass communications, and the near-universal pattern of modernization will be discussed and analyzed. Prerequisite: Soc. 101 or permission of the instructor. Not offered 1979-80.

THREE HOURS

MULDER FALL SEMESTER

361. THEORETICAL PERSPECTIVES IN SOCIOLOGY — This course will consider the major theorists of sociology, and the major questions asked or primary aspect focused on by each. Prerequisite: Soc. 101.

THREE HOURS

LUIDENS FALL SEMESTER

490. INDEPENDENT STUDIES IN SOCIOLOGY — This program affords an opportunity for the advanced student in Sociology to pursue a project of his/her own interest beyond the regular course offerings. The project may take one of several forms: 1) library readings on a topic in Sociology, 2) a supervised research project, 3) a supervised field project combining study with appropriate work experience. To become eligible for this course the student must have in mind a rather specific project, some background in related courses. Application in writing, including a course proposal and bibliography, should be submitted during advanced registration to the Depart-

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ment through the instructor who will be supervising the project. Open to senior Sociology majors with the consent of the department.
TWO or THREE HOURS **STAFF** **BOTH SEMESTERS**

495. SEMINAR IN SOCIOLOGY — A senior course designed to enable students and faculty to organize and integrate a variety of interest areas in Sociology, thereby culminating the major with a synthesis provided through theoretical perspectives. Prerequisite: 15 hours of Sociology.
ONE, TWO, or THREE HOURS **STAFF** **BOTH SEMESTERS**

C. Social Work Courses

232. SOCIOLOGY OF THE FAMILY — A study of family structure in both the American society and other cultures. Theory and research study will focus on trends in family life and social problems reflected on family functioning. Prerequisite: Soc. 101 or 102. Same as Soc. 232.
THREE HOURS **PIERS** **BOTH SEMESTERS**

241. INTRODUCTION TO SOCIAL WELFARE — Examination of social welfare as a social institution, the history and philosophy of social work and the contribution of social work to social welfare institutions. Prerequisite: Soc. 101 or 102.
THREE HOURS **OSBORN** **SPRING SEMESTER**

242. CHILD WELFARE — Examination of the philosophy of child welfare as a specific part of social welfare and the programs and policies which perpetuate the child welfare institutions. Prerequisite: Social Work 241.
THREE HOURS **OSBORN** **FALL**

290. INDEPENDENT STUDY IN SOCIAL WORK — Designed to give a student specific experience in supervised agency observations, combined with study or library readings on a Social Work topic. The student is responsible for obtaining prior approval for his/her study from supervising faculty. Though the course may be repeated for credit, only three hours of S.W. 290 and 295 may be applied to the Social Work major.
TWO or THREE HOURS **STAFF** **BOTH SEMESTERS**

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295. STUDIES IN SOCIAL WORK — Experimental lecture, readings and discussion focusing on selected topics of interest to Social Work students. Prerequisite: Permission of the instructor.
TWO or THREE HOURS **STAFF** **BOTH SEMESTERS**

442. SOCIAL INTERVENTIONS — Foci include: 1) Principles of the social work relationship, 2) framework for inter-personal helping, and 3) its utility for social work practice. Prerequisite: Social Work 241.
THREE HOURS **PIERS** **BOTH SEMESTERS**

443. SOCIAL WORK FIELD PROJECT — This program offers the opportunity for advanced social work students to experience working with individuals, groups and community organizations under the close supervision of professional social workers. The program is offered in cooperation with several social and criminal justice agencies in Western Michigan. Work may include direct service, client advocacy, or training and referral service for client systems. Students will spend the equivalent of one agency day per week in the field. Prerequisite: Soc. 442, previously or concurrently

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taken and permission of the instructor during the semester prior to registration.

THREE HOURS

PIERS BOTH SEMESTERS

446. SOCIAL WORK FIELD PROJECT — Field experience is the same as in Social Work 443. Time spent at agency will be two agency days per week. See Soc. 443 for more information

SIX HOURS

PIERS BOTH SEMESTERS

Note: The Social Work Field Project may be repeated for as many as nine hours of credit.

490. INDEPENDENT STUDY — This program allows advanced students in social work to pursue a project of his/her own interest beyond regular course offerings. Project may take the form of library research and study project or supervised research project. Students must have a specific project in mind. Prerequisite: 20 hours towards Social Work major.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

495. ADVANCED SEMINAR IN SOCIAL WORK — A senior level seminar course designed for trial offering which enables faculty and students to organize and integrate a variety of interest areas in social work. Prerequisite: senior standing, Social Work major, and permission of the instructor.

THREE HOURS

STAFF BOTH SEMESTERS

THEATRE

MR. RALPH, CHAIRMAN; MS. BLOM, MR. FINN, MR. GRINDSTAFF, *MR. SMITH, MR. TAMMI.
Assisting Faculty: MR. TILLSTROM.

Course offerings in theatre, along with the department's co-curricular program, are designed to provide the liberal arts student with knowledge of and experience in an art form which has played an important role in our cultural history as well as in contemporary society. Performance or laboratory experience makes possible an appreciation of the art which can be derived only from direct participation. The practical experience of working together in a disciplined collaborative art also heightens one's self-awareness and one's sense of interrelationship with other persons.

The theatre program is further intended to enhance the cultural life of the community through the presentation of plays of value from a historical, contemporary, literary, or entertainment point of view.

Theatre students currently engage in such activities as:

- acting, directing, designing
- participating in theatre production at all levels
- participating in the New York Arts semester program sponsored by the GLCA
- working with established professionals in theatre through a guest artist program

Graduates of the Department of Theatre have recently been involved in pursuing such careers as:

- freelance acting
- elementary and secondary school teaching
- managing a community theatre
- serving as members of resident companies, such as the Actors Theatre of Louisville
- designing lighting for the Geoffrey Ballet
- working in the Juilliard costume shop

MAJOR: A major in theatre generally serves one of the following purposes:

1. More intensive study in this particular discipline as the emphasis within the student's liberal arts education.
2. Preparation for a career in teaching.
3. Preparation for graduate work leading to an M.A., M.F.A., Ph.D., or D.F.A. degree in theatre.
4. Preparation for work in a non-commercial field of theatre such as community theatre.
5. Preparation for advanced training leading to a career in the professional theatre.

*On leave 1979-80

Theatre

The major program is designed on a "contract" basis, with two provisions as follows:

1. A 24-hour general core, consisting of Theatre 216 (Acting); Theatre 121 (Stagecraft); one course chosen from Theatre 215 (Makeup), Theatre 222 (Scene Design), Theatre 223 (Lighting Design), and Theatre 224 (Costume Design); Theatre 331 (Stage Direction); 3 courses chosen from Theatre 301, 302, 303, 304, and 306 (Theatre History); and a total of 3 hours singly or in combination from Theatre 380 (Practicum), Theatre 490 (Independent Studies), and Theatre 495 (Seminar).
2. Additional courses which the student will, in consultation with a departmental academic advisor, propose for completion of his or her major contract. This proposed course of studies in an area or areas of special concentration will be designed to suit the student's own individual interests, needs, and career goals. Typical areas of concentration are design and technical theatre, directing, acting, or theatre history and criticism. The major contract proposal will be submitted for approval to the Theatre Council, which is comprised of the theatre faculty and two elected student representatives.

In addition to the curricular requirements, theatre majors are expected to enroll in the non-credit Theatre Forum (Theatre 090) each semester they are on campus. Every student who does not have an assigned responsibility on- or off-stage for a major departmental production is expected to serve a minimum of 10 hours on one of the crews for that production. Majors with a concentration in performance are expected to participate in all departmental production auditions.

In order that full advantage may be taken of the individualized approach to the major program, it is in the best interest of the student to apply for acceptance as a major by the end of the sophomore year. In any case, no major application will be approved which does not include two full semesters of study following the acceptance of the application.

Although the department has no foreign language requirement beyond the general college requirement, students anticipating graduate school — particularly in the area of theatre history, literature, and criticism — are advised to consider the undergraduate preparation in language which may be expected by graduate departments.

A detailed information sheet for majors and prospective majors is available in the department office. Majors are expected to be familiar with information provided on this sheet.

I. General

090. THEATRE FORUM — This seminar is designed to give theatre majors an opportunity to meet as a group with the theatre faculty, guest artists, and others active in the field to discuss various aspects of contemporary professional and educational theatre. All theatre majors will be required to enroll in this course each semester they are on campus. The course is also open to other students interested in theatre and the theatre profession.

NO CREDIT

STAFF BOTH SEMESTERS

101. INTRODUCTION TO THE THEATRE — Intended for the non-major. Appreciation of the theatre and its role in contemporary life. Consideration of history, theory and drama analysis, acting and directing, and technical areas, primarily from the audience point of view. Course may not be taken for credit if student has previously completed Theatre 105. *May be taken in partial fulfillment of College Performing and Fine Arts requirement.*
THREE HOURS **STAFF** **BOTH SEMESTERS**

389. GLCA ARTS PROGRAM — The Great Lakes Colleges Association Arts Program, in New York City, involves the student in a full semester's study in the arts. The program includes a Seminar on the Arts in which all students participate, together with individual projects which usually take the form of a professional apprenticeship. Approval by the department is required prior to the student's registering for this course, and the department must approve the student's individual program before credit will be granted. The registrant must be accepted into the program by the Director of the GLCA Arts Program. The Arts Program should preferably be taken during the junior year.
SIXTEEN HOURS (MAXIMUM) **BOTH SEMESTERS**

II. Performance and Production

NOTE: For course offerings in dance, see separate catalog listings under Dance, page 000.

105. INTRODUCTION TO THEATRE PRACTICE — Introduction to the performance and production aspects of theatre art. Through lectures, readings, discussions, laboratory experience, and class projects the student will become acquainted with the functions and the relation to the total production organization of the director, assistant director, designers, technical director, actors, technicians, and stage manager. Course is designed primarily for the intended theatre major.
THREE HOURS **GRINDSTAFF** **FALL SEMESTER**

116. VOICE AND MOVEMENT FOR THE ACTOR I — An integrated study of vocal production and body movement in relation to the actor's craft. Exercises designed to promote relaxation, natural breathing, correct alignment, organic vocal production, and coordinated physical action will be explored. Recommended that intended performance-emphasis majors enroll in the freshman year.
THREE HOURS **TAMMI** **FALL SEMESTER**

117. VOICE AND MOVEMENT FOR THE ACTOR II — A continuation of Theatre 116, emphasizing special problems in both voice and movement. Prerequisite: Theatre 116.
THREE HOURS **TAMMI** **SPRING SEMESTER**

121. STAGECRAFT — An introduction to technical theatre. Consideration of technical organization, scenery construction methods, scene-painting techniques, mechanical perspective, drafting, scenic materials. Introduction to the function of scene designer, costumer, lighting designer, technical director, and sound technician.
THREE HOURS **GRINDSTAFF** **SPRING SEMESTER**

130. ORAL INTERPRETATION OF LITERATURE — A basic course designed to de-

Theatre

velop an increased understanding and appreciation of literature while cultivating and strengthening vocal skills through the process of interpretative reading. Not offered 1979-80.

215. HISTORY AND TECHNIQUE OF THEATRICAL MAKEUP — Study of the principles of makeup and hair fashion for the stage. Training in skills and techniques needed for understanding the design and application of straight, character, and fantasy makeup. Emphases will be on facial anatomy, physiognomy, corrective makeup, skin textures, materials, modeling, analysis, special structures, ventilation of hairpieces, historical hairstyles, and wig-making.

THREE HOURS

MAY TERM

216. ACTING I — A concentration on script analysis, leading to the presentation of short scenes, together with a study of basic problems in observation, concentration, characterization, and improvisation. Course not open to freshmen.

THREE HOURS

RALPH FALL SEMESTER

217. ACTING II — A continuation of Theatre 216, with increased emphasis on scene work. Course not open to freshmen. Prerequisite: Theatre 216.

THREE HOURS

RALPH SPRING SEMESTER

222. SCENE DESIGN — An introduction to designing scenery for stage production. Course work is divided into three major areas of study: (a) history of architecture, furniture styles, and interior decor from the early Egyptians to the present day; (b) theoretical considerations in analyzing a production visually for an open theatre space; and (c) training in the techniques of sketching, painting, and model-building for set designs. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1980-81.

THREE HOURS

223. LIGHTING DESIGN — A study of the tools, technology, and artistic considerations of theatrical lighting. Course attempts to deal with the aesthetic problems of lighting design as the artistic effort of an individual working within a producing group. Prerequisite: Theatre 121 or permission of the instructor. Offered alternate years, 1979-80.

THREE HOURS

GRINDSTAFF FALL SEMESTER

224. COSTUME DESIGN — An introduction to the role of the costume designer in the theatre. Consideration of the designer's responsibilities as a visual artist, based on analysis of the script and of the production concepts. Study of fashions in dress from the ancient Greeks to 1940. Development of the techniques of period dress making, pattern drafting, costume construction, shop organization, and rendering. Offered alternate years, 1979-80.

THREE HOURS

BLOM FALL SEMESTER

240. PLAYWRITING — Practice in the art of writing for the stage or screen. Students will move from work on selected special problems to the writing of full one-act or longer scripts. Whenever possible provision will be made for reading performances of work-in-progress; and in cases of exceptional merit arrangements may be made for public performance or screening of a finished script. Course offered jointly with the department of English. Offered alternate years, 1979-80.

THREE HOURS

FINN FALL SEMESTER

Theatre

280. THEATRE LABORATORY — Practical experience in theatrical production, through involvement as an actor or technician in a departmental major production. The amount of credit to be granted will be determined by the number of hours required for the particular assignment as agreed upon by student and instructor. Prerequisite: casting by the director, or acceptance on a production crew by the technical director. Enrollment requires permission of the department chairman.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

295. STUDIES IN THEATRE — Instruction in such specific performance techniques as mime, fencing, dance, and special problems in acting. Each class will be limited to one such performance area. Frequency of course offering is determined by student demand and by availability of theatre specialists or guest artists. Enrollment requires permission of the instructor. (Laboratory fee in some instances.)

ONE or TWO HOURS

316. ACTING III — Extensive scene work focusing on such major classical dramatists as Shakespeare, Moliere, Chekhov, and Ibsen. Audition techniques and the rehearsal process will also be studied. Prerequisites: Theatre 216 and 217 or equivalents.

THREE HOURS

FINN FALL SEMESTER

317. ACTING IV — A continuation of Theatre 316, with continued emphasis on script analysis and ensemble performance. Prerequisite: Theatre 316.

THREE HOURS

FINN SPRING SEMESTER

331. STAGE DIRECTION I — A basic course in the rudiments of the director's art and responsibility in theatrical production. Practice in the principles of composition, picturization, and dramatic tempo. Consideration of the problems in proscenium, central, and open staging. Prerequisites: Theatre 216 or equivalent and Theatre 121 or permission of the department.

THREE HOURS

FINN FALL SEMESTER

332. STAGE DIRECTION II — A continuation of Theatre 331. Each student will produce at least two one-act plays. Prerequisite: Theatre 331 or equivalent.

THREE HOURS

TAMMI SPRING SEMESTER

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335. CREATIVE DRAMA TECHNIQUES — Emphasis is on techniques such as improvisation, playmaking, story dramatization, role-playing, creative movement, and creative speech to be used by prospective elementary and secondary teachers and recreation or drama leaders. Course includes observation sessions, studio participation, evaluated practicum experience, a survey of literature in the field, and dramatic education seminars. Recommended for education, theatre, and physical education majors especially. No prerequisites in theatre or education. *May be taken as a special methods course in education.*

TWO HOURS

BLOM SPRING SEMESTER

380. THEATRE PRACTICUM — Specialized study of a particular production aspect of the play in performance. The student will be assigned to a departmental production as assistant director or assistant designer or stage manager. A report, the form of which is to be governed by the nature of the project, will be submitted to the project supervisor. Registration is restricted and requires departmental approval. Ordinarily, no student will be permitted to register for Practicum who has not taken basic course work in the particular area. Prerequisite: application to the department.

ONE or TWO HOURS

STAFF BOTH SEMESTERS

Theatre

381. SUMMER THEATRE LABORATORY — An integral part of the Hope College Summer Theatre program, the course will concentrate on a consideration of the inter-related problems of play production. Aspects to be covered include script and character analysis, production planning and design, construction procedures and techniques, and management. Course may be taken for a maximum of six hours (i.e., two summer sessions). Prerequisites: acceptance into the summer theatre company and permission of the instructors.

THREE HOURS

STAFF SUMMER SESSION

490. INDEPENDENT STUDIES IN THEATRE — Independent work for the advanced student in one of the following areas: directing, acting, scene design, costuming, lighting, playwriting, theatre or film criticism, film production, theatre management. Course is offered on a selective basis, by permission of the department. The student must submit *in writing* a project proposal for departmental approval during the previous semester and prior to registration for the course.

ONE, TWO or THREE HOURS

STAFF BOTH SEMESTERS

III. History and Theory

153. ART OF THE CINEMA — Analysis of the aesthetic commitments of several filmmakers. Such elements as writing, photography, and editing are studied to discover how the objectives of the film are attained. (Laboratory fee.) *May be taken in partial fulfillment of College Performing and Fine Arts requirement.*

THREE HOURS

FINN FALL SEMESTER

296. SPECIAL TOPICS IN THEATRE — Study of an area of theatre or film history, literature, theory, or criticism not specifically covered in the regular departmental offerings. Offered occasionally as warranted by student and faculty interest. Prerequisite: permission of instructor.

TWO or THREE HOURS

301. CLASSICAL WESTERN THEATRE — A survey of classical Greek and Roman theatre, and of the development of classical themes and techniques in subsequent periods of theatre history. Not recommended for freshmen. Offered alternate years 1979-80.

THREE HOURS

RALPH FALL SEMESTER

302. WESTERN THEATRE FROM THE MIDDLE AGES TO THE 17TH CENTURY — A survey of the theatre of medieval Europe, Renaissance Italy and France, Golden Age Spain, Elizabethan and Restoration England, and Baroque France. Not recommended for freshmen. Offered alternate years, 1979-80.

THREE HOURS

BLOM SPRING SEMESTER

303. WESTERN THEATRE FROM THE 18TH CENTURY TO THE MODERN PERIOD — A survey of Western theatre in the 18th, 19th and early 20th centuries, from the end of neo-classicism, through German romanticism, to the culmination of realism in Shaw and his contemporaries. Emphasis will be placed on such founders of modern stage practice as Ibsen, Strindberg, Chekhov, Stanislavski, Appia, and Craig. Not recommended for freshmen. Offered alternate years, 1980-81.

THREE HOURS

304. CONTEMPORARY WESTERN THEATRE — A study of contemporary movement:

in the theatre, including the variants of modern realism and naturalism, the epic theatre of Piscator and Brecht, the theatre of the absurd, and the theatres of participation, confrontation, protest, and ritual. Not recommended for freshmen. Offered alternate years, 1979-80.

THREE HOURS

306. AMERICAN THEATRE — A study of theatre in the United States from colonial times to the present. Emphasis will be placed on contemporary developments, beginning with O'Neill and the Provincetown Playhouse. Offered alternate years, 1979-80.

THREE HOURS

TAMMI FALL SEMESTER

401. RELIGIOUS PERSPECTIVES IN THE DRAMA — An examination of the ways in which various religious perspectives, value systems, and world-views are reflected in drama, primarily of the modern period but with attention given also to the Greek classical and medieval theatre. Christian and non-Christian perspectives in drama will be considered and compared. Students will conduct critical research, be responsible for oral presentations, and prepare a life-view paper attempting to clarify and organize their own perspectives and values. *May be taken to fulfill College Senior Seminar requirement.*

THREE HOURS

RALPH MAY TERM

495. SEMINAR IN THEATRE — Study in depth of the work of a playwright, critic, or specific movement in or period of theatre history. Recent topics have included Moliere, Strindberg, American scene design, Tennessee Williams, Moscow Art Theatre, and modern directing theories and practices from Artaud to the present. Prerequisite: permission of the instructor.

TWO or THREE HOURS

499. READINGS IN THEATRE — Readings, under the tutorial supervision of an instructor assigned by the department chairman, in a specialized or advanced area of theatre studies. Enrollment requires permission of the department.

TWO or THREE HOURS

STAFF BOTH SEMESTERS

PRE-PROFESSIONAL PROGRAMS

The liberal arts college is designed to help students live more adequately, and this aim includes preparation for effective and constructive service in a vocation. All of the study that a student does in college can have significant vocational value. In fact industry and business, professional schools, and government agencies are increasingly emphasizing the importance of a broad base of liberal arts subjects as the most significant vocational preparation an undergraduate college can give. However, in the present age of technology and specialization, there is need for some intelligent pointing of the student's program toward a field of vocational activity. Furthermore, the college curriculum is planned to include some courses which give specific professional training for vocations in which the collegiate years are the final period of preparation.

On the succeeding pages are found a number of recommended course programs carefully designed to give the best preparation for students planning on going directly into some vocation or profession or on entering professional schools. The requirements for entrance into professional schools vary so widely that students interested in a special field should consult professional school catalogs as early in their college career as possible. To assist the student in working out this undergraduate program, a number of faculty members with special interests and knowledge have been appointed to serve as vocational advisors. Students are encouraged to bring their inquiries to these advisors. In addition, the college maintains extensive files of career pamphlets and other vocational information in the career library in Van Raalte Hall.

The following vocational areas have special advisors, and suggested programs of study for them are separately described in the ensuing pages.

Advisors for Students Entering Professions

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Biology — Mr. Greij
Business and Economics —
Mr. Richardson
Chemistry (Industrial and
Research) — Mr. Doyle
Christian Ministry — Mr. Bruins
Church Work — Mr. Bruins
Dentistry — Mr. Jekel
Diplomatic and Government
Service — Mr. Hoeksema
Engineering — Mr. Folkert
Geology — Mr. Tharin
Journalism — Mr. Mac Doniels
Law — Mr. Zoetewey
Medicine — Mr. Boyer,

Mr. Gentile, Mr. Jekel,
Mr. Mungall, Mr. Toevs
Medical Technology — Mr. Jekel
Music — Mr. Kooiker
Nursing — Mr. Jekel
Teaching
Elementary School — Mr. Paul
Secondary School —
Mr. Bultman
College — Department
Chairman
Physics — Mr. van Putten
Religion — Mr. Bruins
Social Work — Mr. Piers
Environmental Health Science —
Mr. Schubert

Pre-Professional Programs

Christian Ministry and Church Vocation

Students desirous of pursuing pre-professional education for the Christian ministry and church vocations should consult the religion major program described on page 258. The major is designed to acquaint the student with the academic disciplines in religion as well as provide an interdisciplinary breadth to his program through courses in philosophy, psychology, sociology, history, English and communication. The program embraces an elective flexibility to adapt to the aptitudes and goals of the individual student.

Graduate schools and seminaries of the American Association of Theological Schools stress a broadly based liberal arts education and a core background in the academic religion discipline. Present graduate entrance requirements reflect the advisability of Greek as the required language with a preference for Spanish as a second language for those moving toward urban ministries.

Students contemplating this area of pre-professional education should consult a member of the Religion department early in their college career for more complete information regarding the major.

Diplomatic and Government Work

Students desiring to enter the Foreign Service or some other area of government work should concentrate primarily in the social sciences. Courses in American history, political science, economics, and business administration are recommended for persons intending to go into public administration. Those students who desire to enter the Foreign Service should seek as broad a knowledge as possible in History, Economics, Political Science, and English.

Students who wish to enter other branches of governmental work should major in Business Administration, Economics or Political Science.

Journalism

Because of the great variety of vocations in journalism, the College strives to give the student a broad base of knowledge and skills fundamental to all of these forms of journalistic work. Interested students are advised, therefore, to enroll in all the relevant writing courses offered, such as advanced composition, creative writing, and Journalism I and II. In addition, a broad study of the social sciences is highly recommended.

A number of positions on the campus newspaper, the *anchor*, and on the literary review, the *Opus*, and the yearbook, the *Milestone*, provide practical experience in various aspects of journalism: editorial work, news reporting, proofreading, advertising, radio script writing, and other techniques.

Law

The Law School Admission Council in its *Pre-Law Handbook* stresses that the highest quality of education needed for law school should emphasize: 1) comprehension and expression in words, 2) critical understanding of human institutions and values with which law deals, and 3) creative power in thinking.

Pre-Professional Programs

Students desiring to enter the legal profession will find that most of the law schools do not prescribe a specific pre-professional program, but rather insist on a broad liberal arts background with emphasis upon courses that will help the student to attain the goals listed above.

Practically speaking, then, the pre-law student could select a subject area major. Business administration, economics, English, history, political science, or philosophy are the common areas of concentration, though almost any major could provide a well-read student with a solid basis for law studies. He should take a number of courses in writing. Further, he should recognize that one of the most valuable activities in preparation for the study and practice of law is academic debate and public speaking, especially in extracurricular competition. Competition is ideal for producing research, reasoning, and communication skills. Finally, since law is neither to be studied or practiced in a vacuum, the undergraduate student should range as widely as possible in order to understand his environment — physical, physiological, psychological, social, and ethical.

Librarianship

Although some undergraduate institutions offer courses in the area of library science, Hope College does not since it is still necessary for an individual to obtain the master's degree in order to be considered a professional librarian. However, the College recommends that any student wishing to prepare for a career in librarianship consider the following in undergraduate planning:

- 1) Select a number of courses from the Humanities, Social Sciences, and Sciences to develop a broad knowledge in these disciplines.
- 2) Recent developments in librarianship point to an emphasis on automation. Some undergraduate courses in computer science would therefore be desirable.
- 3) Major in the discipline that interests you personally, since there are opportunities for many kinds of subject specialists in librarianship.
- 4) Plan to work for one of the college's libraries in order to obtain first hand experience in the practice of librarianship.

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Students who wish to specialize in school library work should take the education courses required by their state for certification.

A limited number of scholarships are available through Library Schools and other organizations including the Michigan State Library.

Music

Students who wish to turn their interest in music to vocational purposes may possibly have as their goal teaching, the concert stage, or church-music directing. Two complete Bachelor of Music degree programs have been established to prepare students for public school teaching, from kindergarten through the twelfth grade: the Bachelor of Music in Vocal Music Education, or the Bachelor of Music in Instrumental Music Education. These programs are outlined in detail under the Music Department description of courses. For those who wish to prepare as performing artists, the

Pre-Professional Programs

Bachelor of Music in Performance is also described in the music section of this catalog. For those students who particularly wish to follow a music major course of study to prepare for a career as a musicologist or a music librarian, or to follow music as an avocation, the Bachelor of Arts degree program, with a major in Music Literature and History or Music Theory is similarly described in the music section. Students wishing to major in music for any of these purposes need to follow a sequence of courses that extends through the four years. Consequently it is important that they enter the prescribed music program in the freshman year. To prevent serious complications, the entering freshman who intends to major in music should have his/her schedule confirmed by the chairman of the Music Department *before* completing his registration for the first semester. It would be wise, also, to request an advisor from the music department faculty. The program for the last two years will be outlined by the department chairman in conference with the student.

Social Work

Students desirous of pursuing education for social work should elect the Psychology-Sociology composite major described on page 91. The major is designed to acquaint students with theoretical perspectives in Psychology and Sociology as well as substantive material from these disciplines.

Graduate schools of social work are interested in students who have a broadly based liberal arts education and a theoretical background in the social science disciplines. The present job market reflects the advisability and preference for Spanish as a second language.

Students contemplating the Psychology-Sociology major should consult the Sociology department by the end of their sophomore year for more complete information regarding the major.

Teaching

Students planning to teach in elementary and secondary schools must be formally admitted to the Teacher Education program and receive permission to student teach. Information concerning admission criteria and procedures is available in the office of the Department of Education.

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ELEMENTARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements vary among states, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A composite major for elementary teachers or a departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the *Handbook for Education Students* available in the Department of Education office.

SECONDARY SCHOOL

Students completing the teacher education program will qualify for a teaching certificate from the State of Michigan. Although teaching requirements

Pre-Professional Programs

vary among states, the Michigan Certificate through reciprocal certification agreements is valid in most other states. A departmental major, a teaching minor, and the professional education course sequence are the essential components of the teacher education program. Interested students should during their Freshman year obtain the *Handbook for Education Students* available in the Department of Education office.

COLLEGE

For those preparing for college teaching, a major in the chosen field of specialization is advisable. The department advisor should be consulted in working out the academic program for the four years. For such students, French or German should normally be elected for foreign language study, preferably both if the student plans to work for a Ph.D. degree.

MICHIGAN SCHOLARS IN COLLEGE TEACHING PROGRAM

Hope College is a participant with four other Michigan liberal arts colleges and the University of Michigan in a cooperative program to provide counsel, guidance and special curricular and extra curricular opportunities to academically talented students who are interested in college teaching as a profession. In the junior year, such students are advised to follow the special course sequences recommended by their major department, and to continue in mastery of one or more foreign languages. Students who are selected to become Senior Scholars in this program are practically involved in some phase of teaching under departmental supervision.

In several areas cooperative course planning between Hope College and the University of Michigan or the University of Chicago leads to special consideration for graduate study at these universities and preference in scholarship awards.

HEALTH PROFESSIONS, SCIENCE, ENGINEERING

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Hope College offers a variety of programs and opportunities for students interested in pursuing careers in the natural sciences. The science curriculum is designed to enable the student to develop competency in several scientific disciplines and to pursue a specific field of interest in depth. The opportunity to work closely with faculty in creative research efforts further enhances the student's learning and appreciation of the natural sciences. Hope offers extensive opportunities for such cooperative research. The net result of Hope's science program is a motivated, well-prepared young scientist who is eagerly sought by graduate schools, medical schools, and employers.

With these goals in mind, the freshman student interested in a career involving science should enroll in the Fall Semester in pre-calculus (Math 130) or calculus (Math 135) and two science courses, one of which should be Chemistry 111 or Physics 121. The other science course is to be selected from Biology 111, Chemistry 111, Geology 115, or Physics 121, and is recommended to be a course in the student's proposed field of interest. Each of these courses initiates a year sequence which is normally completed during the same year. The year sequence in physics or chemistry which was not taken in the freshman year should be completed during the sophomore year.

Pre-Professional Programs

By following the above pattern the student develops the necessary background in chemistry and physics to undertake further study in all of the sciences and explores several scientific disciplines early in the undergraduate program. This provides a sound basis on which to choose a field for in-depth study. In addition, the mathematical training necessary to pursue scientific study is also initiated. The program provides an excellent preparation for further study or work in the sciences, engineering, or in a variety of health professions.

For specific details regarding departmental programs the descriptions found earlier in this catalog for each department should be consulted. General comments regarding programs in engineering and in the health professions follow.

Engineering

In addition to the normal courses recommended for admission to Hope, a student interested in engineering should have completed the following high school courses: at least three years of math through trigonometry, one year each of physics and chemistry, and a course in mechanical drawing if available.

Several programs are available which combine a pre-engineering course at Hope with an engineering curriculum at an engineering school. For example a 3-2 engineering program has been arranged with Columbia University, University of Michigan (Ann Arbor and Dearborn), Michigan State University, Rensselaer Polytechnic Institute, University of Southern California and Washington University (St. Louis) in which the student takes three years of undergraduate work at Hope and completes his professional undergraduate engineering training in two years at one of the five universities. At the end of five years an A.B. degree from Hope and B.S.E. degree from the engineering school are granted. During his second year at Hope, the student should make application for a major in Engineering Science through the Engineering advisor (Dr. Norton).

Students whose academic records are strong enough to qualify for consideration for graduate study may complete a master's degree in a variety of engineering fields at the University of Michigan after five years of study. Such students spend three or four years at Hope and one to two years at the engineering school. The A.B. (Hope) and M.S.E. (university) are awarded upon completion of the program. In addition to the formal programs leading to the master's degree at the University of Michigan, graduate schools of engineering accept Hope graduates who have majored in the physical sciences, mathematics, or computer science.

Students considering an engineering career are strongly encouraged to take appropriate engineering courses offered at Hope (see page 247). These courses more fully prepare the student for an engineering school as well as confirm the student's career objectives.

The combination of degrees in the liberal arts and in engineering provides a broad, and yet thorough, foundation for future development. A wide variety of programs can be tailored to meet individual student interests. Complete details regarding these programs are available from Dr. Norton. It is important to arrange the Hope component of these programs early.

Pre-Professional Programs

Medicine and Dentistry

A premedical student may major in any academic field in which he or she has a sincere interest. Most pre-medical students at Hope College major in biology or chemistry, and these disciplines provide excellent background in the basic sciences required for medical schools. Regardless of the student's choice of major field the person oriented toward a career in medicine should take Biology 111 and 112, Chemistry 111, 113, 114, 121, 221, 231, 255 and 256, Physics 121, 122, 141, 142 and 225, and Mathematics 135. In addition, Mathematics 136 is highly recommended. These courses should be completed within the first three years of College in order to provide the optimum preparation for the Medical College Aptitude Test.

It should be emphasized that the premedical program is not a rigid one, and that each student will be permitted considerable latitude in selection of courses beyond those required by the medical schools. Frequent electives in the sciences include advanced psychology courses and Physics 225.

Although most pre-dental students complete a four-year program, a few each year complete the minimum requirements and enter dental school after three years at Hope College. It is advisable for students to select possible schools of dentistry early in their undergraduate career in order to prepare for the specific requirements of the dental schools of their choice.

Students interested in medicine or dentistry are requested to contact the Chairman of the Health Profession Committee, Dr. Jekel, as soon as possible after they arrive at Hope. Other members of the Committee are Drs. Boyer, Cronkite, Gentile, and Toevs.

Medical Technology

282 All schools of medical technology approved by the American Medical Association require at least 90 semester hours of college credit. A minimum of 16 semester hours of chemistry, 16 semester hours of biology, (including microbiology, Biology 301, 8 hours of physics and 3 semester hours of mathematics must be included.

Hope College, in cooperation with nearby hospitals, has a four-year degree program which leads to the A.B. degree and to a certificate of registration as a Medical Technologist by the American Society of Clinical Pathologists. During the first three years, the student completes all of the core and departmental major requirements at the College. If accepted to an affiliated school of Medical Technology, he or she will spend 12 months in residence at the Hospital in an accredited Med-Tech program. Upon successful completion of both segments, the student is granted the A.B. degree by the College and the Certificate of Registration by the Hospital School.

Hope College has an agreement of affiliation for the training of Medical Technologists with Hackley Hospital in Muskegon, Michigan and Butterworth Hospital in Grand Rapids, Michigan.

A student who wishes to take the fourth year at an accredited, non-affiliated Hospital may do so if permission is granted in advance by the Dean for Natural Sciences and the Admission Committee of the Hospital.

Pre-Professional Programs

Nursing

Higher education is increasingly important in the training of nurses and makes for greater advancement and success in the profession. Pre-nursing students may approach their training in a variety of ways. Some students take one or two years of college work prior to nurses training. Others enroll at Hope College after nurses training to complete the A.B. degree in addition to their nursing certificate. Normally the nurses training program is considered the equivalent of one year of academic study. Students of good scholastic ability may wish to complete their A.B. at Hope College and then enter a nursing school which grants an M.S. in nursing along with the R.N. certificate.

Every attempt is made to determine early which nursing program is of interest to the student (R.N. Certificate, R.N. plus Bachelors or Masters degree) so that the academic course work at Hope College can be tailored to meet the requirements of that program. The chairman of the Health Professions committee should be consulted in planning the appropriate course program.

Environmental Health Science

Students with an interest in the health sciences may also wish to acquire a traditional major in biology, chemistry or physics along with a nucleus of courses dealing with environmental health problems. Such a program qualifies students to pursue employment or advanced degrees in fields dealing with environmental health concerns (e.g., toxicology and mutagenicity, chemical contamination, Industrial hygiene, sewage treatment and nuclear power operations). Courses in environmental health science introduce the student to basic principles of toxicology, environmental chemistry, and health physics, and provide training which qualifies students to obtain employment in fields for which the demand is rapidly expanding due to new regulations limiting environmental contaminants. An early start with the basic science and mathematics courses allows the student to gain research and/or internship experience at the junior/senior level. Several staff members have active, ongoing research efforts related to environmental health situations and internships with various industrial firms are possible. For specific details regarding these programs, students are encouraged to contact Dr. Jack Schubert early in their undergraduate program.

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- GORDON J. VAN WYLEN** — *President and Professor of Physics* (1972)*
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of
Technology, 1951; Litt.D., Hope College, 1972
- DAVID G. MARKER** — *Provost and Professor of Physics* (1965)
B.A., Grinnell College, 1959; M.S. Pennsylvania State University, 1962;
Ph.D., Pennsylvania State University, 1966
- JACOB E. NYENHUIS** — *Dean for the Arts and the Humanities and
Professor of Classics* (1975)
A.B., Calvin College, 1956; A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963
- F. SHELDON WETTACK** — *Dean for the Natural and the Social Sciences
and Professor of Chemistry* (1967)
B.A., San Jose State College, 1960; M.A., San Jose State
College, 1962; Ph.D., University of Texas, 1968

President Emeritus

- IRWIN J. LUBBERS** — *President Emeritus* (1923-1963)
A.B., Hope College; M.A., Columbia University; Ph.D., Northwestern
University; LL.D., Central College; Litt.D., Rutgers University;
Litt.D., Hope College

Chancellor Emeritus

- WILLIAM VANDER LUGT** — *Chancellor and Distinguished Professor-At-
Large Emeritus* (1954-1972)
B.A., Calvin College; M.A., University of Michigan;
Ph.D., University of Michigan; Litt.D., Central College;
L.H.D., Hope College

Faculty/Administrative Staff Emeriti

- NORMA BAUGHMAN** — *Assistant Professor-Emeritus of
Music* (1947-1962)
College of Music, Cincinnati
- LOIS BAILEY** — *Associate Professor-Emeritus of Library
Science* (1954-1968)
B.A. Monmouth College; M.A. University of Wisconsin;
B.S. in L.S., Western Reserve University

*The figures in parentheses indicate the year in which the person began service at Hope College. A second figure in parentheses indicates the year of beginning the present appointment after interruption in the period of service. In the Emeriti section, the year of retirement is also given.

The Faculty

TUNIS BAKER — *Professor-Emeritus of Science Education* (1957-1966)
 A.B., Hope College; A.M., Columbia University;
 Ph.D., New York University

EDWARD BRAND — *Professor-Emeritus of English* (1946-1972)
 B.A., Central College; M.A., University of Iowa;
 Ed.D., University of Denver

CLARENCE DE GRAAF — *Professor-Emeritus of English* (1928-1972)
 B.A., Calvin College; M.A., University of Michigan;
 Ed.D. in English, University of Michigan

RUTH DE WOLFE — *Instructor-Emeritus in English* (1956-1965)
 A.B., Wellesley College;
 A.M., Columbia University

WERNER W. HEINE — *Associate Professor-Emeritus of German* (1960)
 B.A., Michigan State University;
 M.A., Michigan State University

WILLIAM J. HILMERT — *Professor-Emeritus of Religious Education* (1952-1969)
 A.B., Hope College;
 B.D., Western Theological Seminary

JOHN W. HOLLENBACH — *Professor-Emeritus of English* (1945-1978)
 B.A., Muhlenberg College; M.A., Columbia University;
 Ph.D., University of Wisconsin

CLARENCE KLEIS — *Professor-Emeritus of Physics* (1921-1964)
 A.B., Hope College;
 A.M., University of Michigan

286 BASTIAN KRUIHOF — *Professor-Emeritus of Religion* (1944-1947) (1957-1972)
 B.A., Calvin College; M.A., University of Michigan;
 D.D., Hope College; Ph.D., University of Edinburgh

WILLIAM RUSSELL MC INTYRE — *Professor-Emeritus of Sociology* (1971-1977)
 B.A., M.A., Ph.D., Northwestern University

GERHARD F. MEGOW — *Professor-Emeritus of German* (1959-1977)
 B.A., M.A., Ph.D., Indiana University

M. HAROLD MIKLE — *Associate Professor-Emeritus of Communication and Director of Forensics* (1962-1973)
 B.A., Western Michigan University;
 M.A., University of Michigan

JANET MULDER — *Archivist-Emeritus* (1952-1968)
 A.B., Hope College

The Faculty

- ZOE MURRAY — *Associate Professor-Emeritus of English* (1960-1970)
B.A., Sul Ross State College;
M.A. Baylor University
- LAMBERT PONSTEIN — *Professor-Emeritus of Religion* (1952-1977)
A.B., Hope College; B.D., Western Theological Seminary;
S.T.M., Oberlin College; D.Min., Vanderbilt University
- MARGUERITE MEYER PRINS — *Professor-Emeritus of French* (1919-1962)
A.B., Hope College;
A.M., University of Wisconsin
- METTA ROSS — *Professor-Emeritus of History* (1926-1960)
A.B., Hope College;
A.M., University of Michigan
- HELEN SCHOON — *Associate Professor-Emeritus of Education* (1946-1967)
A.B., Northwestern University;
A.M., University of Michigan
- HENRY STEFFENS — *Treasurer and Vice President for Finance-Emeritus* (1946-1968)
A.B., Hope College;
A.M., Northwestern University
- MARIAN ANDERSON STRYKER — *Alumni Executive Secretary-Emeritus* (1957-1974)
A.B., Hope College
- HENRY ten HOOR — *Professor-Emeritus of English* (1946-1979)
B.A., Calvin College;
M.A., University of Michigan;
Ed.D. in English, University of Michigan
- ALVIN W. VANDERBUSH — *Professor-Emeritus of Political Science* (1945-1972)
A.B., Hope College;
M.A., University of Michigan
- EVA VAN SCHAACK — *Professor-Emeritus of Biology* (1956-1969)
A.B., Hope College;
Ph.D., The Johns Hopkins University
- JOHN J. VER BEEK — *Professor-Emeritus of Education and Director of Student Teaching and Certification* (1950-1971)
A.B., Hope College;
M.A., University of Michigan
- REIN VISSCHER — *Business Manager-Emeritus* (1946-1965)

The Faculty

- EDWARD J. WOLTERS — *Professor-Emeritus of Latin and Chairman of Classical Languages* (1926-1966)
A.B., Hope College;
A.M., University of Michigan
- DWIGHT B. YNTEMA — *Professor-Emeritus of Economics and Business Administration* (1931-1932) (1946-1967)
A.B., Hope College;
A.M., Ph.D., University of Michigan

The Teaching Faculty

- ION T. AGHEANA — *Associate Professor of Romance Languages* (1979)
Licence es Lettres, University of Bucharest, 1961;
M.A., Harvard University, 1967;
Ph.D., Harvard University, 1970
- CHARLES C. ASCHBRENNER — *Associate Professor of Music* (1963)
B.Mus., University of Illinois, 1959;
M.Mus., Yale University, 1963
- W. HAROLD BAKKER — *Assistant Professor of Education* (1969)
A.B., Salem College, 1947; M.A., Syracuse University, 1955;
Ph.D., Michigan State University, 1977
- LESLIE R. BEACH — *Professor of Psychology* (1964)
B.A., Houghton College, 1949; M.Ed., Wayne State University, 1954;
Ph.D., University of Michigan, 1957
- ALBERT A. BELL, JR. — *Assistant Professor of Classics and History* (1978)
B.A., Carson-Newman College, 1966; M.A., Duke University, 1968;
Ph.D., University of North Carolina, 1977
- MEREDITH BLACKWELL — *Assistant Professor of Biology* (1975)
B.S., University of Southwestern Louisiana, 1961;
M.S., University of Alabama, 1963; Ph.D., University of Texas, 1973
- HARVEY D. BLANKESPOOR — *Associate Professor of Biology* (1976)
B.A., Westmar College, 1963; M.S., Iowa State University, 1967;
Ph.D., Iowa State University, 1970
- PATRICIA VANDENBERG BLOM — *Designer, Costumer, and Assistant Professor of Theatre* (1977)
B.A., Calvin College, 1973;
M.A., University of Michigan, 1975
- HARRY BOONSTRA — *Director of Libraries and Associate Professor of Library Science* (1977)
B.A., Calvin College, 1960; M.A., Northwestern University, 1963;
M.A., University of Chicago, 1967; Ph.D., Loyola University, 1973

The Faculty

WAYNE G. BOULTON — *Associate Professor of Religion* (1972)

A.B., Lafayette College, 1963;
B.D., McCormick Theological Seminary, 1967;
M.A., Duke University Graduate School, 1970;
Ph.D., Duke University Graduate School, 1972
(Sabbatical Leave Fall Semester, 1979-1980)

RODNEY F. BOYER — *Associate Professor of Chemistry* (1974)

B.A., Westmar College, 1964; M.S., Colorado State University, 1967;
Ph.D., Colorado State University, 1969

ALLEN BRADY — *Professor of Biology* (1964) (1966)

B.A., University of Houston, 1955; M.S., University of Houston, 1959;
Ph.D., Harvard University, 1964
(Sabbatical Leave Fall Semester, 1979-1980)

GORDON M. BREWER — *Associate Professor of Physical Education and
Director of Athletics* (1956)

A.B., Hope College, 1948;
M.A., University of Michigan, 1952

IRWIN J. BRINK — *Professor of Chemistry* (1957)

A.B., Hope College, 1952;
Ph.D., University of Illinois, 1957

RICHARD T. BROCKMEIER — *Professor of Physics and Computer
Science* (1966)

A.B., Hope College, 1959; M.S., California Institute of
Technology, 1961; Ph.D., California Institute of Technology, 1965

ROBERT S. BROWN — *Associate Professor of Psychology* (1960)

B.A., Western Michigan University, 1950; M.A., University of
Michigan, 1952; Ed.D., Michigan State University, 1963

ELTON J. BRUINS — *Professor of Religion and Chairman of the
Department* (1966)

A.B., Hope College, 1950; B.D., Western Theological Seminary, 1953;
S.T.M., Union Theological Seminary, 1957;
Ph.D., New York University, 1962

JAMES E. BULTMAN — *Associate Professor of Education and Chairman
of the Department* (1968)

A.B., Hope College, 1963; M.A., Western Michigan University, 1966;
Ed.D., Western Michigan University, 1971

RICHARD J. BURTT — *Librarian and Lecturer in Library Science* (1978)

A.B., Gordon College, 1975;
M.L.S., University of Rhode Island, 1977

ROBERT M. CECIL — *Professor of Music* (1962)

B.S., Juilliard School of Music, 1949; B.Mus., Yale University School
of Music, 1951; M.Mus., Yale University School of Music, 1952

The Faculty

DAVID L. CLARK — *Professor of History* (1963)

B.A., Yale University, 1954; B.D., Episcopal Theological School, 1957;
Th.D., Harvard University, 1967

ROBERT CLINE — *Assistant Professor of Economics* (1975)

B.A., College of William & Mary, 1968;
M.A., University of Michigan, 1971;
Ph.D., University of Michigan, 1977

WILLIAM COHEN — *Associate Professor of History* (1971)

B.A., Brooklyn College, 1957; M.A. Columbia University, 1960;
Ph.D., New York University, 1968

JOAN CONWAY — *Associate Professor of Music* (1969)

B.S.M.E., Lebanon Valley College, 1957;
M.Mus., Manhattan School of Music, 1959

JOHN D. COX — *Assistant Professor of English* (1979)

B.A., Hope College, 1967;
M.A., University of Chicago, 1968;
Ph.D., University of Chicago, 1975

JOHN A. CREVIERE — *Associate Professor of French* (1969)

B.A., College of St. Thomas, 1962; M.A., Université Laval,
Quebec, 1963; Ph.D., Université Laval, Québec, 1967

DONALD L. CRONKITE — *Assistant Professor of Biology* (1978)

B.A., Indiana University, 1966;
Ph.D., Indiana University, 1972

EARL CURRY — *Associate Professor of History and Chairman of the
Department* (1968)

B.S., Iowa State University, 1960; M.A., University of Minnesota, 1962;
Ph.D., University of Minnesota, 1966

ROGER E. DAVIS — *Associate Professor of Music* (1963)

B.S. in Music Education, University of Akron, 1957;
B.Mus., Oberlin College, 1962;
M.Mus., Northwestern University, 1963

MAXINE DE BRUYN — *Lecturer in Dance* (1965)

B.S., Michigan State University, 1959

SANDER DE HAAN — *Assistant Professor of German* (1979)

A.B., Calvin College, 1967;
M.A., Northwestern University, 1970

HERBERT L. DERSHEM — *Associate Professor of Mathematics and
Computer Science and Chairman of the Department of Computer
Science* (1969)

B.A., University of Dayton, 1965; M.S., Purdue University, 1967;
Ph.D., Purdue University, 1969

The Faculty

- RUSSELL B. DE VETTE — *Professor of Physical Education* (1948) (1953) (1955)
A.B., Hope College, 1947;
M.A., University of Michigan, 1948
- ANE R. DICKIE — *Associate Professor of Psychology* (1972)
B.A., Alma College, 1968; M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1973
- LAMONT DIRKSE — *Professor of Education* (1964)
A.B., Hope College, 1950; M.A., Northwestern University, 1951;
Ed.D., Michigan State University, 1972
- WILLIAM E. DORNEMANN — *Associate Professor of German* (1978)
B.A., University of Connecticut, 1961;
M.A., University of Connecticut, 1966;
Ph.D., University of Connecticut, 1972
- J. SIDNEY DOWNEY — *Assistant Professor of Economics and Business Administration* (1975)
B.S., High Point College, 1970;
M.B.A., Indiana University, 1975
- MICHAEL P. DOYLE — *Professor of Chemistry* (1968)
B.S., College of St. Thomas, 1964;
Ph.D., Iowa State University, 1967
- STARLA J. DRUM — *Assistant Professor of Communication* (1977)
B.A., University of Oregon, 1969;
M.A., University of Oregon, 1970
Ph.D., University of Washington, 1977
- D. IVAN DYKSTRA — *Professor of Philosophy* (1947)
A.B., Hope College, 1935; Th.B., Western Theological Seminary, 1938;
Ph.D., Yale University, 1945
- ROBERT ELLSWORTH ELDER, JR. — *Associate Professor of Political Science* (1969)
B.A., Colgate University, 1964; M.A., Duke University, 1969;
Ph.D., Duke University, 1971
- FRANCIS G. FIKE — *Associate Professor of English* (1968)
A.B., Duke University, 1954; M.Div., Union Theological Seminary, 1957;
M.A. Stanford University, 1958; Ph.D., Stanford University, 1964
- DONALD V. FINN, JR. — *Associate Professor of Theatre* (1967)
B.A., University of Minnesota, 1962;
M.A., University of Minnesota, 1967
- JAY E. FOLKERT — *Professor of Mathematics* (1946)
A.B., Hope College, 1939; M.A., University of Michigan, 1940;
Ph.D., Michigan State University, 1955

The Faculty

PAUL G. FRIED — *Professor of History and Director of International Education* (1953)

A.B., Hope College, 1946; M.A., Harvard University, 1947;
Ph.D., Erlangen, Germany, 1949

DONALD M. FRIEDRICH — *Assistant Professor of Chemistry* (1975)

B.S., University of Michigan, 1966;
Ph.D., Cornell University, 1973

HARRY F. FRISSEL — *Professor of Physics* (1948)

A.B., Hope College, 1942; M.S., Iowa State University, 1943;
Ph.D., Iowa State University, 1954

ROBERT GENTENAAR — *Assistant Professor of Economics* (1977)

B.A., Western Michigan University, 1961;
M.B.A., Michigan State University, 1970;
M.A., Michigan State University, 1974;
Ph.D., Michigan State University, 1977

JAMES M. GENTILE — *Assistant Professor of Biology* (1976)

B.A., St. Mary's College, 1968; M.S., Illinois State University, 1970;
Ph.D., Illinois State University, 1974

LARS I. GRANBERG — *Peter C. and Emajean Cook Professor of Psychology* (1947) (1960) (1975)

A.B., Wheaton College, 1941; A.M., University of Chicago, 1946;
Ph.D., University of Chicago, 1954; L.H.D., Northwestern College, 1975

LAWRENCE J. GREEN — *Professor of Physical Education* (1952)

B.A., Central College, 1946; M.S., Drake University, 1950;
Ph.D., University of Iowa, 1955

292 ELDON D. GREIJ — *Associate Professor of Biology and Chairman of the Department* (1962) (1969)

B.S., State Teachers College at Valley City, North Dakota, 1959;
M.S., North Dakota State University, 1962;
Ph.D., Iowa State University, 1969

MICHAEL GRINDSTAFF — *Manager of Theatre Facilities and Lecturer in Theatre* (1970)

B.A., Lycoming College, 1965;
M.F.A., Pennsylvania State University, 1971

JANE HARRINGTON — *Assistant Professor of English* (1975)

A.B., Hope College, 1958; M.A., University of Wisconsin, 1959;
Ph.D., University of Notre Dame, 1978

STEPHEN I. HEMENWAY — *Associate Professor of English* (1972)

A.B., College of the Holy Cross, 1964; M.A., Boston College, 1967;
Ph.D., University of Illinois, 1972

The Faculty

- BRYANT P. HICHA** — *Assistant Professor of Physics* (1975)
B.S., Georgetown University, 1968;
Ph.D., University of Notre Dame, 1973
- RENZE L. HOEKSEMA** — *Professor of Political Science* (1971)
A.B., Hope College, 1948;
M.A., Ph.D., Harvard University, 1956
- JANTINA W. HOLLEMAN** — *Associate Professor of Music* (1946)
B.A., Central College, 1943;
M.A., Columbia University, 1946
- JACK E. HOLMES** — *Associate Professor of Political Science* (1969)
B.A., Knox College, 1963; M.A., University of Denver, 1967;
Ph.D., University of Denver, 1972
- CHARLES A. HUTTAR** — *Professor of English* (1966)
B.A., Wheaton College, 1952; M.A., Northwestern University, 1953;
Ph.D., Northwestern University, 1956
- ANNE E. IRWIN** — *Assistant Professor of Physical Education and Athletic Director for Women* (1976)
B.S., University of Michigan, 1960;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1975
- EUGENE C. JEKEL** — *Professor of Chemistry* (1955)
A.B., Hope College, 1952; M.S., Purdue University, 1955;
Ph.D., Purdue University, 1964
- R. DIRK JELLEMA** — *Associate Professor of English and Chairman of the Department* (1964)
B.A., Calvin College, 1960;
M.F.A., University of Oregon, 1964
- TIMOTHY C. JENKS** — *Assistant Professor of Business Administration* (1978)
B.A., Baldwin-Wallace College, 1971;
M.B.A., University of Missouri, 1977
- ARTHUR H. JENTZ, JR.** — *Professor of Philosophy* (1962)
A.B., Hope College, 1956; B.D., New Brunswick Seminary, 1959;
Ph.D., Columbia University, 1965
- PETER L. JOLIVETTE** — *Assistant Professor of Physics* (1976)
B.S., University of Wisconsin, 1963; M.S., Purdue University, 1965;
Ph.D., University of Wisconsin, 1971
- CAROL LYNN JUTH-GAVASSO** — *Assistant Professor of Library Science* (1970)
B.A., Oakland University, 1968;
M.S.L., Western Michigan University, 1969;
M.A., Western Michigan University, 1972

The Faculty

DAVID KLEIN — *Professor of Chemistry* (1964) (1969)

B.A., Albion College, 1954;

Ph.D., Case Institute of Technology, 1959

ANTHONY KOOIKER — *Professor of Music* (1950)

B.Mus., Northwestern University, 1942;

M.Mus., University of Rochester, 1944;

Ph.D., University of Rochester, 1962

GEORGE KRAFT — *Associate Professor of Physical Education* (1967)

B.A., Wheaton College, 1962; M.S., Indiana University, 1965;

P.E.D., Indiana University, 1971

SANG H. LEE — *Associate Professor of Religion* (1970)

B.A., The College of Wooster, 1960;

B.D., Harvard Divinity School, 1963;

Ph.D., Harvard University, 1972

HARVEY K. LELAND — *Assistant Professor of Computer Science*
(1976)

B.S., University of Southern California, 1948;

M.S., Stanford University, 1958

THOMAS E. LUDWIG — *Assistant Professor of Psychology* (1977)

B.A., Concordia College, 1972;

M.A., Concordia Seminary-in-Exile, 1975

Ph.D., Washington University, 1977

DONALD LUIDENS — *Assistant Professor of Sociology* (1977)

B.A., Hope College, 1969;

M.Div., Princeton Theological Seminary, 1972;

M.A., Rutgers University, 1974; Ph.D., Rutgers University, 1978

JOSEPH W. MAC DONIELS — *Assistant Professor of Communication
and Chairman of the Department* (1972)

B.A., Culver-Stockton College, 1963;

M.S., George Williams College, 1965;

Ph.D., University of Kansas, 1972

DAVID G. MARKER — *Provost and Professor of Physics* (1965)

B.A., Grinnell College, 1959; M.S., Pennsylvania State University, 1962;

Ph.D., Pennsylvania State University, 1966

WILLIAM R. MAYER — *Assistant Professor of Art* (1978)

B.F.A., University of Minnesota, 1976;

M.F.A., Pennsylvania State University, 1978

MARY SUSAN MC CARTHY — *Assistant Professor of French* (1977)

B.A., Marygrove College, 1971; M.A., University of Wisconsin, 1972;

Ph.D., University of Wisconsin, 1977

The Faculty

- BRUCE McCOMBES — *Assistant Professor of Art* (1969)
B.F.A., Printmaking, Cleveland Institute of Art, 1966;
M.F.A., Printmaking, Tulane University, 1968
- DELBERT L. MICHEL — *Associate Professor of Art* (1964)
B.A., De Pauw University, 1961;
M.F.A., State University of Iowa, 1964
- NANCY SONNEVELDT MILLER — *Associate Professor of Education* (1968)
A.B., Hope College, 1962; M.A., University of Michigan, 1965;
Ph.D., Michigan State University, 1968
- TERRY L. MOORE — *Assistant Professor of Music* (1975)
B.Mus., Indiana University, 1969;
M.M., The Catholic University of America, 1971
- SUSAN MOOY — *Assistant Professor of Education* (1976)
A.B., Hope College, 1964;
M.A., Western Michigan University, 1967
- JOYCE M. MORFISON — *Associate Professor of Music* (1962)
B.A., Augustana College, 1953; M.Mus., American Conservatory of Music, 1959; M.Mus., American Conservatory of Music, 1961
- JAMES P. MOTIFF — *Associate Professor of Psychology* (1969)
B.S., St. Norbert College, 1965; M.S., University of South Dakota, 1967; Ph.D., University of South Dakota, 1969
- ANTHONY B. MUIDERMAN — *Assistant Professor of Business Administration* (1977)
B.S., Calvin College, 1950; B.S.E., University of Michigan, 1960;
M.B.A., Grand Valley State Colleges, 1977
- RONALD D. MULDER — *Assistant Professor of Sociology and Chairman of the Department* (1975)
B.A., Northwestern College, 1971; M.A., University of Chicago, 1973;
Ph.D., University of Chicago, 1975
- WILLIAM S. MUNGALL — *Associate Professor of Chemistry* (1971)
B.A., State University of New York at Buffalo, 1967;
Ph.D., Northwestern University, 1970
(Sabbatical Leave 1979-1980 Academic Year)
- DIANE E. MURRAY — *Librarian and Lecturer in Library Science* (1977)
B.A., Hope College, 1964; M.A., Michigan State University, 1966;
M.S.L.S., Western Michigan University, 1968
- DAVID G. MYERS — *Professor of Psychology* (1967)
B.A., Whitworth College, 1964; M.A., University of Iowa, 1966;
Ph.D., University of Iowa, 1967

The Faculty

- THEODORE L. NIELSEN — *Associate Professor of Communication* (1975)
B.A., University of Iowa, 1955; M.A., University of Michigan, 1958;
Ph.D., University of Wisconsin, 1971
- ROBERT L. NORTON — *Assistant Professor of Engineering Science* (1978)
B.S., California Institute of Technology, 1960;
Ph.D., University of California, 1975
- JACOB E. NYENHUIS — *Dean for the Arts and the Humanities and Professor of Classics* (1975)
A.B., Calvin College, 1956; A.M., Stanford University, 1961;
Ph.D., Stanford University, 1963
- C. JACK ORR — *Associate Professor of Communication* (1978)
B.A., Messiah College, 1963; B.D., Eastern Seminary, 1966;
M.A., Northwestern University, 1969; Ph.D., Temple University, 1974
- ROBERT PALMA — *Associate Professor of Religion* (1966)
B.A., Calvin College, 1956; B.D., Calvin Seminary, 1959;
Ph.D., University of Edinburgh, 1970
- SANDRA PARKER — *Assistant Professor of Physical Education* (1967)
A.B., Hope College, 1965;
M.A., Western Michigan University, 1971
- JOHN PATNOTT — *Assistant Professor of Physical Education, Recreation, and Athletics* (1978)
B.A., California State University, 1969;
M.A., California State University, 1972
- DANIEL PAUL — *Professor of Education* (1966)
A.B., Hope College, 1950; M.A., University of Michigan, 1957;
Ed.S., Western Michigan University, 1964;
D.Ed., Western Michigan University, 1973
- G. LARRY PENROSE — *Associate Professor of History* (1970)
B.A., Portland State College, 1966; M.A., Indiana University, 1968;
Ph.D., Indiana University, 1975
- RICHARD A. PETERSON — *Associate Professor of Physical Education, Recreation, and Athletics and Director of the Hope-Kellogg Health Fitness Program* (1977)
B.A., San Diego State University, 1967;
M.A., San Diego State University, 1968;
Ph.D., The University of Wisconsin, 1971
- MICHAEL B. PETROVICH — *Associate Professor of History* (1966) (1969) (1976)
University of Ljubljana, Yugoslavia, 1954;
B.A., Shepherd College, 1960; M.A., University of Chicago, 1965;
Ph.D., University of Chicago, 1974
(Sabbatical Leave Fall Semester, 1979-1980)

The Faculty

- JAMES PIERS** — *Assistant Professor of Sociology* (1975)
B.A., Hope College, 1969;
M.S.W., University of Michigan, 1972
- CHARLES L. POWELL** — *Adjunct Assistant Professor of Applied Linguistics and Assistant Director of International Education* (1971)
B.Sc., Tuskegee Institute, 1952;
M.A., University of Wyoming, 1955
- ALBERT JAMES PRINS** — *Professor of English* (1946)
A.B., Hope College, 1938; M.A., University of Michigan, 1939;
Ed.D. in English, University of Michigan, 1963
- GEORGE RALPH** — *Associate Professor of Theatre and Chairman of the Department* (1966)
B.A., Stanford University, 1957;
M.Div., Union Theological Seminary, 1960;
M.A., Northwestern University, 1966
- ROBERT REINKING** — *Associate Professor of Geology* (1970)
B.S., Colorado College, 1963; M.S., University of Illinois, 1965;
Ph.D., University of Illinois, 1967
- WILLIAM REYNOLDS** — *Associate Professor of English* (1971)
A.B., Xavier University, 1966; M.A., Columbia University, 1967;
Ph.D., University of Illinois in Urbana, 1971
- BARRIE RICHARDSON** — *Professor of Economics and Business Administration and Chairman of the Department* (1973)
B.A., Carleton College, 1955; M.B.A., Indiana University, 1956;
D.B.A., Indiana University, 1961
(Sabbatical Leave 1979-1980 Academic Year)
- JACK R. RIDL** — *Assistant Professor of English* (1971)
B.A., Westminster College, 1967;
M.Ed., Westminster College, 1970
- NORMAN W. RIECK** — *Associate Professor of Biology* (1962)
A.B., Hope College, 1953; M.S., University of Michigan, 1956;
Ph.D., University of Michigan, 1957
- ROGER J. RIETBERG** — *Professor of Music* (1954)
A.B., Hope College, 1947;
S.M.M., Union Theological Seminary, N.Y., 1949
- ROBERT RITSEMA** — *Professor of Music* (1967)
A.B., Hope College, 1957; M.M., University of Michigan, 1959;
Ed.D. in Mus., University of Michigan, 1971
- CARL F. SCHACKOW** — *Associate Professor of Education* (1970)
B.S., Wittenberg University, 1959;
M.S., Northern Illinois University, 1963; Ph.D., Miami University, 1971

The Faculty

PETER J. SCHAKEL — *Professor of English* (1969)

B.A., Central College, Iowa, 1963;

M.A., Southern Illinois University, 1964;

Ph.D., University of Wisconsin, 1969

(Leave of Absence, 1979-1980 Academic Year)

JACK SCHUBERT — *Professor of Environmental Health Sciences* (1977)

B.S., University of Chicago, 1940;

Ph.D., University of Chicago, 1944

ANTONIA G. IGLESIAS SEARLES — *Assistant Professor of Spanish* (1970)

B.A., University of Salamanca, Spain; M.A., Escuela Normal Superior,

Salamanca, Spain; Licenciada en Filosofia y Letras, Universidad de

Salamanca, Spain; Diploma Lingua e Literatura Portuguesa,

Universidade de Coimbra, Portugal; Certificate in English, University

of Cambridge, Cambridge, England

MICHAEL D. SEYMOUR — *Assistant Professor of Chemistry* (1978)

B.A., Saint Johns University, 1972;

Ph.D., The University of Arizona, 1977

STUART W. SHARP — *Associate Professor of Music and*

Chairman of the Department (1975)

B.Mus., Bucknell University, 1962; M.M., University of Michigan, 1963;

D.M.A., University of Kentucky, 1975

JOHN J. SHAUGHNESSY — *Assistant Professor of Psychology* (1975)

B.S., Loyola University, 1969; M.S., Northwestern University, 1971;

Ph.D., Northwestern University, 1972

FRANK C. SHERBURNE, JR. — *Associate Professor of*

Mathematics (1959)

B.S., University of Toledo, 1952;

M.S., Michigan State University, 1956

RAYMOND E. SMITH — *Associate Professor of Physical Education* (1970)

B.S., University of California, Los Angeles, 1961;

M.A., Pasadena College, 1963

RICHARD L. SMITH — *Assistant Professor of Theatre* (1972)

B.F.A., University of Minnesota, 1969;

M.F.A., University of Minnesota, 1972

(Sabbatical Leave 1979-1980 Academic Year)

CHARLES A. STEKETEE — *Professor of Mathematics* (1946)

A.B., Hope College, 1936;

M.A., University of Michigan, 1937

GISELA STRAND — *Assistant Professor of German* (1969)

Arbitur, St. Ursula Oberschule, Hannover, 1959;

M.A., University of Chicago, 1962; Ph.D., Vanderbilt University, 1973

The Faculty

JOHN TAMMI — *Associate Professor of Theatre* (1968)

B.A., Gustavus Adolphus College, 1963;

M.A., University of Minnesota, 1966

ELLIOT A. TANIS — *Professor of Mathematics and
Chairman of the Department* (1965)

B.A., Central College, 1956; M.S., University of Iowa, 1960;

Ph.D., University of Iowa, 1963

NANCY TAYLOR — *Associate Professor of English* (1966)

B.A., Western Michigan University, 1957;

M.A., University of Wyoming, 1959

J. COTTER THARIN — *Professor of Geology and
Chairman of the Department* (1967)

B.S., St. Joseph College, 1954; M.S., University of Illinois, 1958;

Ph.D., University of Illinois, 1960

RUTH W. TODD — *Associate Professor of Classics and Chairman of the
Department of Foreign Languages and Literature* (1977) (1979)

B.A., University of Iowa, 1940;

M.A., Wayne State University, 1967;

Ph.D., University of Colorado, 1973

JAMES W. TOEVS — *Associate Professor of Physics* (1969)

B.S., University of Colorado, 1964;

Ph.D., California Institute of Technology, 1970

WILLIAM VANDERBILT — *Associate Professor of Physical Education and
Chairman of the Department* (1967)

A.B., Hope College, 1961; M.A., University of Michigan, 1963;

Ph.D., University of Utah, 1971

PETER J. VANDER NAT — *Visiting Instructor in Economics* (1978)

B.A., Calvin College, 1968; M.A., Michigan State University, 1973;

M.A., Michigan State University, 1976

RICHARD VANDERVELDE — *Associate Professor of Mathematics* (1967)

B.A., Simpson College, 1960; M.S., University of Iowa, 1962;

Ph.D., University of Iowa, 1967

F. PHILLIP VAN EYL — *Associate Professor of Psychology and
Chairman of the Department* (1959)

A.B., Hope College, 1955; M.A., Claremont Graduate School, 1958;

Ph.D., Claremont Graduate School, 1964

PAUL VAN FAASEN — *Associate Professor of Biology* (1963) (1969)

A.B., Hope College, 1956; M.S., Michigan State University, 1962;

Ph.D., Michigan State University, 1971

JOHN VAN IWAARDEN — *Associate Professor of Mathematics* (1961)

A.B., Hope College, 1957;

M.A., University of Michigan, 1958

The Faculty

- JAMES D. VAN PUTTEN, JR.** — *Professor of Physics and Chairman of the Department* (1967)
A.B., Hope College, 1955; M.A., University of Michigan, 1957;
Ph.D., University of Michigan, 1960
- GLENN VAN WIEREN** — *Assistant Professor of Physical Education* (1966) (1973)
A.B., Hope College, 1964; M.A., Western Michigan University, 1968;
Ed.D., Brigham Young University, 1973
- GORDON J. VAN WYLEN** — *President and Professor of Physics* (1972)
A.B., Calvin College, 1942; B.S.E., University of Michigan, 1942;
M.S., University of Michigan, 1947; Sc.D., Massachusetts Institute of Technology, 1951; Litt.D., Hope College, 1972
- KATHLEEN VERDUIN** — *Assistant Professor of English* (1978)
B.A., Hope College, 1965;
M.A., George Washington University, 1969
- ALLEN D. VERHEY** — *Assistant Professor of Religion* (1975)
B.A., Calvin College, 1966; B.D., Calvin Theological Seminary, 1969;
Ph.D., Yale University, 1975
- JUDITH A. VICKERS** — *Assistant Professor of French* (1969)
B.A., Purdue University, 1962; M.A., University of Illinois, 1964;
Diplome de Litterature Francaise Contemporaine, Universite de Paris, 1967
- ROBERT C. VICKERS** — *Professor of Art* (1969)
M.A., Columbia University, 1949
- HENRY VOOGD** — *Professor of Religion* (1947)
A.B., Hope College, 1941; B.D., Western Theological Seminary, 1944;
Th.D., Princeton Theological Seminary, 1947
- DENNIS N. VOSKUIL** — *Assistant Professor of Religion* (1977)
B.S., University of Wisconsin, 1966;
B.D., Western Theological Seminary, 1969;
Ph.D., Harvard University, 1974
- JOHN C. WATSON** — *Director of the Computer Center and Lecturer in Computer Science* (1976)
B.S., Boston University, 1957;
M.S., New York University, 1961
- ALLAN WEAR, C.P.A.** — *Lecturer in Economics and Business Administration* (1975)
- J. BARRY WELDON** — *Assistant Professor of Business Administration* (1978)
B.B.A., University of Michigan, 1970;
M.S., University of Wisconsin-Madison, 1972;
M.B.A., Indiana University, 1978

- HUBERT WELLER — *Professor of Spanish* (1962)
B.A., University of Michigan, 1956; M.A., Indiana University, 1958;
Ph.D., Indiana University, 1965
- MEROLD WESTPHAL — *Professor of Philosophy and
Chairman of the Department* (1976)
B.A., Wheaton College, 1962; M.A., Yale University, 1965;
Ph.D., Yale University, 1966
- F. SHELDON WETTACK — *Dean for the Natural and the Social Sciences
and Professor of Chemistry* (1967)
B.A., San Jose State College, 1960;
M.A., San Jose State College, 1962; Ph.D., University of Texas, 1968
- JOHN WHITTLE — *Assistant Professor of Mathematics and
Computer Science* (1966)
B.A., Western Kentucky University, 1962;
M.A., Western Kentucky University, 1963
- DONALD H. WILLIAMS — *Professor of Chemistry* (1969)
B.S., Muskingum College, 1960;
Ph.D., Ohio State University, 1964
- JOHN M. WILSON — *Assistant Professor of Art and
Chairman of the Department* (1971)
B.A., St. Olaf College, 1955;
M.A., University of Minnesota, 1964
- JAMES ZOETEWY — *Associate Professor of Political Science and
Chairman of the Department* (1966)
B.A., Calvin College, 1960; M.A., University of Colorado, 1968;
Ph.D., University of Colorado, 1971

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Part-time Teaching Associates

- GREGG AFMAN — *Physical Education, Recreation, and Athletics* (1978)
B.A., Calvin College
- MARTIE BULTMAN — *Education* (1978)
A.B., Hope College
- ROGER CHUTTER — *Business Administration* (1974)
B.A., M.B.A., Michigan State University
- HELEN DAUSER — *Music* (1968)
- NEIL F. DE BOER — *Business Administration* (1969)
B.A., Hope College; M.B.A., University of Michigan
- JAMES DE BORST — *Political Science* (1973)
A.B., Calvin College; M.A., Ph.D., University of Michigan

The Faculty

MARCIA DE YOUNG — *Education* (1975)

A.B., Hope College

BRUCE FORMSMA — *Music* (1974)

A.B., B.Mus., Hope College; M.M., University of Michigan

NICK FRIDSMA — *Education* (1975)

A.B., Calvin College; M.A., Michigan State University;
Ph.D., Michigan State University

JOHN JACKSON — *Music* (1971) (1974)

B.Mus., Western Michigan University

MARY JELLEMA — *English* (1968)

B.A., Calvin College; M.A., Ohio State University

ROBERTA KRAFT — *Music* (1975)

B.M.E., Wheaton College; M.M., Indiana University

CALVIN LANGEJANS — *Music* (1959)

A.B., Hope College; M.Mus., University of Michigan

FRED LEASKE — *Education* (1965)

A.B., Hope College; M.A., Michigan State University;
Ed.S., Michigan State University

LARRY MALFROID — *Music* (1974)

BARBARA MEZESKE — *English* (1978)

B.A., Hope College;
M.A., Michigan State University

302 WILLIAM RUSSELL MC INTYRE — *Sociology* (1971)

B.A., M.A., Ph.D., Northwestern University

GERHARD F. MEGOW — *German* (1959)

B.A., M.A., Ph.D., Indiana University

CRAIG NECKERS — *Business Administration* (1978)

A.B., Hope College; J.D.,
J.D., Albany Law School

JONATHAN OSBORN — *Sociology* (1974)

A.B., Hope College; M.S.W., Western Michigan University

ELEANOR PALMA — *Music* (1973)

A.B., Calvin College

RICH RAHN — *Theatre and Dance* (1972)

EDWARD RIFFEL — *Dance* (1974)

The Faculty

MARGARET SHERMAN — *Music* (1973)
B.Mus., Hope College

PETER SPRING — *Music* (1974)
B.M., M.M., University of Michigan

BARBARA TAYLOR — *English* (1978)
A.B., Hope College

BURR TILLSTROM — *Theatre* (1973)
Litt.D., Hope College

JOHN TYSSE — *Business Administration* (1973)
A.B., Hope College

MARCI VANDERWEL — *Education* (1976)
B.S., University of Michigan; M.A., Western Michigan University

RALPH VUNDERINK — *Foreign Languages/Religion* (1975)
B.A., Calvin College; B.D., Calvin Theological Seminary;
M.A., Ph.D., University of Chicago

GAIL WARNAAR — *Music* (1965)
B.Mus., Central Michigan; M.Mus., Michigan State University

DONALD REID WILSON — *Sociology* (1976)
M.Div., Faith Theological Seminary; M.A., Ph.D., University of Chicago

ULIE WORKING — *Music* (1973)
A.B., Hope College

ADMINISTRATIVE STAFF

PRESIDENT OF THE COLLEGE

GORDON J. VAN WYLEN* — *President and Professor of Physics* (1972)

CHARLOTTE MULDER — *Administrative Assistant* (1953)

ACADEMIC ADMINISTRATION

DAVID G. MARKER* — *Provost and Professor of Physics* (1965)

MARIANNE ORZEHOSKI — *Executive Secretary to the Provost* (1966)

JACOB E. NYENHUIS* — *Dean for the Humanities and the Performing and Fine Arts and Professor of Classics* (1975)

Staff

Ann Farley, secretary (1976)

F. SHELDON WETTACK* — *Dean for the Natural and the Social Sciences and Professor of Chemistry* (1967)

Staff

Kay Van Asperen, secretary (1974)

Academic Departmental Office Staff

Art	Myra Jordan (1973)
Biology	Beverly Kindig (1973)
Chemistry	Norma Plasman (1968)
Communication/History	Carole Boeve (1974)
Economics & Business Administration	Marion Lindeman (1973)
Education	Cheryl McGill (1977)
English	Greta Hutchins (1976)
Foreign Languages & Literatures	Leona Plasman (1959)
Geology	Joyce Plewes (1969)
Music	Sue Nolan (1975)
Physics/Computer Science/Mathematics	Lori Eding (1977)
Psychology	Karen Alderink (1979)
Religion	Judith Nauta (1977)
Theatre/Summer Repertory Theatre	Joyce Smith (1973)
	Administrative Assistant

Academic Records

JON J. HUISKEN — *Registrar* (1969)

B.A., Calvin College

DIANE HICHWA — *Assistant Registrar* (1976)

B.S., Elizabethtown College

Staff

Kelly Greene, secretary (1978)

Virginia Checkley, student records — *Recorder* (1978)

Mary DeKok, student records — *Data Entry* (1978)

*See faculty listing for degrees.

Academic Skills Center

LYNN RAFFETY — Director of Academic Skills Center (1977)
B.A., Hope College

Computer Center

JOHN C. WATSON* — Director and Lecturer in Computer Science (1976)

ORWIN S. COOK — Programmer/Analyst (1976)
B.S., University of Michigan

EDWARD EASTER, III — Programmer/Analyst (1977)
B.S., Ferris State College

DAVID MACIAS — Operations Manager (1975)

CHARLES SIEFERT — Systems Programmer (1978)

MARIA TAPIA — Supervisor (1967)

Staff

Mary Beckman, secretary (1979)

Chris Smit, night operator (1979)

Dow Health and Physical Education Center

GEORGE KRAFT* — Program Director and Associate Professor of Physical Education (1967)

RICHARD A. PETERSON* — Director of the Hope-Kellogg Health Fitness Program and Associate Professor of Physical Education (1977)

GREGG AFMAN — Student Help Supervisor (1978)
B.A., Calvin College

NORMAN JAPINGA — Physical Education Equipment Manager (1968)

JANE PETERSON MASON — Office Manager and Facilities Coordinator (1973)
(1978)

Staff

Diane Jones, secretary (1977)

Beverly Larson, secretary (1979)

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International Education

PAUL G. FRIED* — Director and Professor of History (1953)

ALMA SCARLETT — Office Manager (1961)

Laboratories and Equipment Centers

RAYMOND BUHL — Director of the Chemistry Laboratory (1976)

JASON DE JONGH — Director of Academic Equipment Center (1976)

KEVIN GARDNER -- Director of the Physics Laboratory (1978)

Staff

Jane McIntyre, audio-visual secretary (1978)

Randy Sonley, audio-visual assistant (1979)

Library

HARRY BOONSTRA* — Director of Libraries (1977)

Administration

- RICHARD J. BURTT* — Librarian and Lecturer in Library Science (1978)
CAROL LYNN JUTH-GAVASSO* — Assistant Professor of Library Science (1970)
DIANE MURRAY* — Librarian and Lecturer in Library Science (1977)
JOYCE NIELSEN — Library Technician (1977)
B.A., The University of Iowa
LEONA NYKERK — Library Technician (1966)
B.A., Michigan State University
DAWN VAN ARK — Library Technician (1971)
A.B., Hope College
LINDA VISSCHER — Library Technician (1970)
A.B., Hope College
ANDREW VANDER ZEE — Archivist (1963)
B.A., Calvin College; M.A., University of Michigan;
M.A. in L.S., Western Michigan University

Staff

- Joan Durband, science library (1977)
Susan Jones, library technician (1978)
Marjorie Walcott, secretary (1966)

ADMISSIONS

- PHILIP A. FREDRICKSON — *Dean for Admissions* (1978)
B.A., Hope College; Ed.D., Florida State University
PHILLIP R. TOPPEN — Associate Director of Admissions (1970)
A.B., Hope College; M.Ed., Rollins College
MARK DE ROO — Assistant Director of Admissions (1973)
A.B., Hope College
ROBERT POCOCK — Assistant Director of Admissions (1977)
A.B., Hope College

Staff

- Patricia Berens (1979)
Myra Kruithof (1974)
Mary Quade (1977)
Helen Voogd (1966)
Laurie Werley (1976)

BUSINESS OFFICE

- WILLIAM K. ANDERSON — *Vice President for Business and Finance* (1966)
B.S., Ferris State College
BARRY L. WERKMAN — Business Manager (1967)
A.B., Hope College; M.S., University of Wyoming
DUANE BRAS — Director of Accounting (1977)
A.B., Hope College
RUTH A. KLUNGLE — Director of Non-Academic Personnel and
Staff Benefits (1967)
A.A.S., Ferris State College

Staff

Donna Bradley, switchboard (1977)
Jann DeJonge, accounts payable (1978)
Donna Franks, payroll (1977)
Deborah Jordan, supervisor of student accounts (1974)
Gloria Kuipers, switchboard (1969)
Donna McConnell, accounts payable/purchasing (1974)
Mary Lou Nienhuis, cashier (1979)
Marian Ross, mailroom (1978)
June Rowan, switchboard (1970)
Evelyn Ryan, secretary/receptionist (1960) (1966)
Nancy TerHaar, supervisor of accounts receivable (1971)
Ann VanDenBerg, insurance (1977)
Jean Wehrmeyer, switchboard (1973)

Financial Aid Office

BRUCE HIMEBAUGH — Director (1970)
B.A., M.A., Western Michigan University
PHYLLIS KLEDER — Student Employment Counselor (1974)
B.A., Hope College
GAIL SMITH — Counselor (1977)

Staff

Martha Ash, secretary (1978)

Hope-Geneva Bookstore

MARK COOK — Manager (1973)

Staff

Sara Baas (1978)
Jeanne Goodyke (1973)
Maxine Greij (1978)
Dorothy Plasman, assistant manager (1966)
Sara Schmidt (1978)

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Physical Plant

FRED COATES — Director of Physical Plant (1977)
B.S., University of Rhode Island
EMERY BLANKSMA — Plant Superintendent (1970)
RICHARD LEMMEN — Mechanical Supervisor (1969)
PAUL SCHROTENBOER — Supervisor of Custodial Services (1977)
MARTIN C. STRANG — Groundskeeper (1970)
B.S., Michigan State University

Staff

Mary Krieger, office manager (1978)

Public Safety

GLENN BAREMAN — Director of Public Safety (1972)

Staff

Shirley Beckman, secretary (1978)

Administration

Word Processing Center

Staff

Judy Brake, Manager (1974)

Betty Dolley (1977)

Rose Kraker (1971)

Sandy Tasma (1973)

DEVELOPMENT AND COLLEGE RELATIONS

ROBERT N. DE YOUNG — *Vice President for College Relations and Development* (1965)

A.B., Hope College; M.A., Western Michigan University

Development

JOHN F. NORDSTROM — Director of Annual Funds and Foundation Support (1975)

B.S., University of Illinois; B.D., Western Theological Seminary;

Th.M., Princeton Theological Seminary

CYNTHIA M. POCOCK — Assistant Director of Annual Funds (1978)

A.B., Hope College

LAURIE A. GALLANT — Manager of Development Records and Research (1975)

A.B., Hope College

Staff

Alice Anderson, Development Records and Research (1975)

Esther Molenaar, Development Records and Research (1977)

Sandra Renkema, Development Records and Research (1978)

Beth Mentzer, Development Records and Research (1979)

Mary Porter, secretary (1977)

Information Services and Alumni Relations

THOMAS L. RENNER — Director of Information Services (1967)

EILEEN BEYER — Editorial Assistant (1974)

A.B., Hope College

VERNON J. SCHIPPER — Director of Alumni and Community Relations (1973)

A.B., Hope College; M.A., Michigan State University

MARY KEMPKER — Assistant Director of Alumni and Community Relations (1978)

A.B., Hope College

Staff

Esther Flowerday, secretary (1962)

STUDENT PERSONNEL SERVICES

MICHAEL GERRIE — *Dean of Students* (1967)

B.A., University of Dubuque

BRUCE JOHNSTON — Assistant Dean of Students (1977)

B.A., Westminster College; M.A., Bowling Green State University

Administration

ELAINE VAN LIERE — Coordinator of Residential Life (1973)
A.B., Hope College

Staff

Carolyn Bareman, secretary (1973)

Career Counseling, Personal Counseling, and Placement Center

DAVID J. VANDERWEL — Associate Dean of Students (1971)
A.B., Hope College; M.Div., Western Theological Seminary

SARAH SCHENDEL — Director of Counseling Services (1973)
B.A., Ottawa University; M.A., Michigan State University

DARLYS TOPP — Director of Career Planning and Placement (1978)
B.A., M.A., University of California, Sacramento

MYRA ZUVERINK — Director of Placement (1966)
A.B., Hope College

Staff

Sophia Hamberg, secretary (1973)

Chaplain's Office

GERARD VAN HEEST — Chaplain (1979)
A.B., Hope College, 1949;
M. Div., Western Theological Seminary

PETER SEMEYN — Assistant Chaplain (1977)
A.B., Hope College; M.Div., Western Theological Seminary

Health Services

SHARON BLANKSMA — Director of Health Services (1973)
R.N., Butterworth Hospital

RUTH DYKE — Clinic Assistant (1969)
R.N., Butterworth Hospital

BEVERLY MULDER — Clinic Assistant (1973)
R.N., Hackley Hospital

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Food and Catering Services

PAUL KURY — Director of Food Service (1978)

KEITH BROWNING — Food Service Manager (1975)

ALBERTA DYKSTRA — Food Service Manager (1977)

Staff

Betty Vanders, secretary (1967)

SPECIAL PROGRAMS

Higher Horizons

JOHN ROLF — Director

Upward Bound Program

ALFREDO M. GONZALES, — Director (1979)

EDWARD SOSA — Counselor (1979)

Administration

Staff

June Vander Maas (1976)

Philadelphia Urban Semester — Faculty and Staff

STEVENS E. BROOKS — Executive Director (1968) (1974)

DONNA BAILEY — Adjunct Faculty (1978)

SUSAN L. BECKER — Faculty (1977)

FRANCIS M. BETTS, III — Research Coordinator (1975)

ROBERTA G. DE HAAN — Career Coordinator (1970)

EMMA B. FISHER — Housing Coordinator, Secretary (1969)

MARGIT LINFORTH, Adjunct Faculty (1978)

KENNETH MEYER, Adjunct Faculty (1978)

CAROL S. VENTO — Placement Coordinator (1977)

Vienna Summer School — Faculty and Staff

PAUL G. FRIED — U.S. Director (1956)

Ph.D., University of Erlangen

STEPHEN I. HEMENWAY — Academic Director (1976)

Ph.D., University of Illinois

WILLIBALD KUBICEK — Literature (1964)

Ph.D., University of Vienna

FELIX MOLZER — Music (1961)

M.S., University of Pennsylvania

ANNA SPITZMULLER — Art History (1970)

Ph.D., University of Vienna

WOMEN'S LEAGUE FOR HOPE COLLEGE (1979)

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Founded in 1925, the Women's League for Hope College, composed of representatives from Reformed Churches, has raised over \$500,000 for the furnishing of residence halls and dining rooms. The League is presently committed to contributing \$100,000 toward the renovation of historical Van Vleck residence hall. The League members have carried out the various projects with enthusiasm and the appreciation of the college. The renowned "Village Square," held each summer on the campus, is the major focal point of the League's fund-raising activities. Each year it provides the opportunity for League members to meet each other as they assemble from the various churches on the first Friday in August.

President	Mrs. Ted Boeve 629 Washington Avenue, Holland, Mich. 49423
1st Vice President	Mrs. John Smallegan Route #1, Barry Street, Zeeland, Mich. 49464
2nd Vice President	Mrs. Gene Campbell 2103 Ontonagon Street, Grand Rapids, Mich. 49506
Recording Secretary	Mrs. Norman Hahn 3717 Lovers Lane, Kalamazoo, Mich. 49001
Corresponding Secretary	Mrs. Irwin Brink 721 Lugers Road, Holland, Mich. 49423
Treasurer	Mrs. Harley Brown 360 West Maerose, Holland, Mich. 49423
Assistant Treasurer	Mrs. Bill Rink 680 Crestview Drive, Holland, Mich. 49423
College Representative	Mrs. Gordon Van Wyler 92 East 10th Street, Holland, Mich. 49423
Past President	Mrs. Harrison Visscher 2244 Heather S.E., Grand Rapids, Mich. 49506
1979 Village Square Chairman	Mrs. Ronald Boeve 97 East 30th Street, Holland, Mich. 49423

ALUMNI ASSOCIATION

BOARD OF DIRECTORS, 1978-79

President	Warren W. Kane
Vice President	John H. VerSteege
Treasurer	William K. Anderson
Office of Alumni Relations	Vern Schipper
	Mary Kempker

DIRECTORS

TERMS EXPIRING 1979

Walter J. Boerman	Grand Rapids, Michigan
C. Gwen DeBoer	Detroit, Michigan
Marjorie Lucking French	Birmingham, Michigan
William E. Welmers	Los Angeles, California

TERMS EXPIRING 1980

Adrian Bruininks	Miami, Florida
Phyllis Brink Bursma	Sudbury, Massachusetts
Peter Huizenga	Western Springs, Illinois
Wendy Martin	Kingston, New York
Robert J. Moolenaar	Midland, Michigan
Richard Newhouse, Jr.	Westbury, New York
John H. VerSteege	Kalamazoo, Michigan

TERMS EXPIRING 1981

Warren W. Kane	Arlington, Virginia
Charles Link, Jr.	Catskill, New York
Steven Prediger	Muskegon, Michigan
Elsie Lamb, Past President	Saugatuck, Michigan
Robert De Young, ex-officio	

Hope Alumni are represented in all fifty states and in more than fifty foreign countries. Organized in 1867, the Alumni Association numbers approximately 14,000 members. The Association has several regional clubs, a professional chapter for men and women in science and a club for athletic letter men. Robert Moolenaar is chairman of the Science Chapter; Mr. Robert Cooper, of Grand Rapids, Michigan heads the Alumni Varsity H Club. Regional groups are organized in Albany-Schenectady, Southern California, Cleveland, Detroit, Kalamazoo, Muskegon, Washington, D.C. Women graduates of Hope are eligible for membership in the American Association of University Women.

The quarterly *Hope Magazine* and *News From Hope College* inform alumni and friends of the activities and achievements of Hope men and women. It also reflects and interprets the role of the College today. An *Alumni Directory* is published every five years.

The College maintains a spacious home on campus which serves as a guest house. The office staff keeps up-to-date alumni records. The staff welcomes visits, correspondence, changes of address, and news of promotions, new positions, and of work being done in post graduate schools. The goal of the alumni office is to promote communication and good relations between the alumni and their Alma Mater. Three special days programmed for the return of alumni to the campus are Homecoming in October, Winter Homecoming in February, and Alumni Day, the Saturday before Commencement in May. The latter features class reunions and an annual alumni dinner. Alumni who have been selected for Distinguished Alumni Awards are announced at the annual dinner. Selections are made on the basis of contributions to society, interest in the College, and financial assistance to the College.

SCHOLARSHIPS

General Scholarships

CLASSICAL BOARD OF BENEVOLENCE SCHOLARSHIPS — The Classical Board of Benevolence, Reformed Church in America, was organized to assist young men and women in preparation for definite Christian work in the Reformed Church in America. Those interested should write for information on available scholarships, to the Secretary of the Classical Board of Benevolence, in care of Hope College, Holland, Michigan.

THE DE WITT FOUNDATION SCHOLARSHIPS — Awards to be used as scholarship aid for students who are the children of employees of the DeWitt Industries and subsidiaries as designated by the donor. The grant may continue for four years contingent upon good academic performance.

FOUR-WAY TEST SCHOLARSHIP FUND — An annual award for the Christian Worker's Foundation to a student active in Christian activities as indicated by the four-way test.

DR. AND MRS. DAVID HANSON SCHOLARSHIP FUND — An annual award to a worthy student from a minority background. Preference is to be given to American Indian students.

MARBLE COLLEGIATE MEN'S LEAGUE SCHOLARSHIPS — Awards available to selected students of high ability and dedication to life purposes consistent with the goals of the Reformed Church in America. Three of these scholarships are specifically named: The Herman Halstead, the Earnest Shay, and the Martin Sommer Scholarships in memory of these church leaders, and the Norman Vincent Peale Scholarship, to be awarded to a young man preparing for the ministry. The Mary and Harold Brinig Scholarship is named in honor of Mrs. Brinig's service as a member of the Hope College Board of Trustees, and their long history of creative Christian service.

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Funded Scholarships

E. SAMUEL AND GRACE ENGLE AEILTS SCIENCE SCHOLARSHIP — A fund to provide aid to worthy science students. Established in memory of E. Samuel Aeilts and Grace Engle Aeilts.

MR. AND MRS. JOHN AGGEN SCHOLARSHIP — A fund to provide financial assistance for worthy students, with preference given to those pursuing careers in music or the ministry. Established through the estates of Mr. and Mrs. John Aggen, Reformed Church members supporting the work of the College.

GEORGE R. AND EDITH WEAVER ANDERSON FUND — A fund established in memory of Edith Weaver Anderson, Hope 1926, and her husband to provide financial assistance to worthwhile students.

APIANUS SCHOLARSHIP — A fund to provide a scholarship to a deserving senior student who has achieved academic excellence. The scholarship is named after a great German Scientist in the 15th Century. Given by Dr. and Mrs. Martin Sommer.

WALTER F. BANK SCHOLARSHIP FUND — A fund to provide scholarship aid for deserving students.

Scholarships

BERTELLE ARKELL BARBOUR SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students.

PAUL GERDING BAST MEMORIAL SCHOLARSHIP — A fund to provide scholarship aid to students whose talents and character mark them for leadership of significance in their chosen field, as well as in the development of the highest human and Christian values in our society. Preference given to English or Music majors. A 2.5 minimum grade point average is required.

CHRIS BECKER MEMORIAL SCHOLARSHIP — An award to a graduating senior from Zeeland High School who demonstrates financial need.

THE RUTH BLEKKINK FUND — A fund to provide financial aid to notable students, with preference given those pursuing a career in education. Given by Victor J. Blekkink.

THE VICTOR J. BLEKKINK FUND — This fund provides financial aid to students whose lives evidence the Hope spirit. Given by friends of Victor J. Blekkink, '09 graduate, Reformed church pastor and close friend of the College.

PHILLIPS BROOKS SCHOLARSHIP FUND — A fund established by Brooks Products, Inc. in memory of its founder, Mr. Phillips Brooks, to provide annual scholarship assistance to deserving students, with preference given to students majoring in Business Administration.

MARY BUSSING SCHOLARSHIPS — A fund from the estate of Miss Mary Bussing to provide scholarship aid for students of ability, leadership, and educational purpose.

HENRY A., CAROLINE, AND ETHEL CHRISTIAN SCHOLARSHIP FUND — A fund to provide scholarship aid to a worthy student who desires higher education leading to a profession in medicine, nursing, biology or teaching. Given by Dr. Henry A. Christian.

GEORGE B. AND ANNA B. DALMAN SCHOLARSHIP — A fund, established by Mr. and Mrs. Andrew Dalman in memory of George B. and Anna B. Dalman, for the purpose of providing financial assistance to deserving and properly motivated students attending Hope College.

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CLARENCE P. DAME SCHOLARSHIP FUND — A fund to provide aid to students who are preparing for full-time Christian service in the Reformed Church in America and who are in financial need. Priority is given to students from the Second Reformed Church of Kalamazoo and the Classis of Kalamazoo. Given by Clarence P. Dame, leader in the R.C.A. denomination and Hope '13 graduate.

ADRIAN AND MYRTLE E. DEBOOM SCHOLARSHIP FUND — A fund established in memory of Hope College President Edward D. Dimnent 1918-1931.

DR. HAROLD DYKHUIZEN MEMORIAL SCHOLARSHIP — A fund to provide an annual scholarship to a top science student at Mona Shores High School interested in majoring in science at Hope. To be awarded at graduating ceremonies.

HAROLD AND LUCILLE DYKHUIZEN SCHOLARSHIP FUND — A fund established by Mrs. Lucille Walvoord Dykhulzen Busker in memory of her husband, Dr. Harold Dykhuizen, to provide scholarships for worthy students.

Scholarships

ADELAIDE AND GERALDINE DYKHUIZEN SCHOLARSHIP — A fund established by Adelaide and Geraldine Dykhuizen, in memory of their brother, Dr. Harold Dykhuizen, to provide annual scholarship aid to needy students with preference given to students interested in pursuing a pre-medical program at Hope College.

FORD MOTOR COMPANY SCHOLARSHIP FUND — A fund to provide scholarships for worthy students.

AMOS AND RUTH FOY SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students from a Chicano background. Given by Mrs. Amos Foy.

FRATERNAL ALUMNI SCHOLARSHIP — A fund to provide scholarship aid for worthy students.

THE GENEVA FUND — A fund established to promote international understanding and world peace. Part of the Hope-Geneva Book Store income is used to provide scholarships to college students from countries outside the U.S.A. who show promise of becoming leaders in the application of the principles of the Christian religion in this area of human relations.

MARY JAYNE GOLD FUND — A fund to provide financial aid to deserving students, with preference given to those pursuing studies in theatre or French.

MR. AND MRS. JOE GREVENGOED SCHOLARSHIP FUND — A fund to provide aid to worthy students. First preference is given to pre-medical students.

PAUL E. HINKAMP MEMORIAL SCHOLARSHIP FUND — A fund given by members of the Hinkamp Family in memory of Paul E. Hinkamp, distinguished professor at Hope College, to provide Presidential Scholarships for academically gifted students with leadership potential.

314 **THE HELEN AND ALBERT HOEKENGA SCHOLARSHIP FUND** — A scholarship to provide aid to worthy students, with preference given to First Reformed Church of Muskegon. Given by friends and family of Helen and Albert Hoekenga.

JOHN L. HOLLANDER SCHOLARSHIPS — A fund to provide scholarship aid for worthy students of good character who desire higher education leading to professions in the fields of law, economics, music or teaching. Established by Mrs. Hollander in memory of her husband, Judge John L. Hollander.

HOPE HERITAGE FUND — A common fund established by friends and alumni of the Collège, primarily through memorial gifts, to provide scholarship assistance to deserving students.

HAROLD AND MABEL JOHNSON FUND — A fund established by Mabel P. Johnson in memory of her husband, Mr. Harold F. Johnson.

JOHNSON-HENRICH SCHOLARSHIPS — A fund to provide scholarship aid to worthy students. Established by Mr. and Mrs. Howard Johnson in memory of Mrs. Johnson's father, Frederick Henrich.

Scholarships

THE RUSSELL AND ELIZABETH KLAASEN SCHOLARSHIP FUND — A fund to provide financial assistance to capable and needy students working toward a career as a minister or missionary. Funded by Russell Klaasen and friends.

HERMAN A. KRUIZENGA SCHOLARSHIP FUND — A fund to provide scholarship aid for needy students that show evidence of strong Christian convictions. Preference given to minority group members and students preparing for one of the service professions.

LIVING LIFE AID FUND — A fund to provide a scholarship for a needy student who reflects a Christian attitude toward life. Preference shall be given to "attending" members of the Cloverhill Reformed Church in America, located in Flemington, New Jersey.

ESTELLE BROWNING McLEAN SCHOLARSHIPS — A fund to provide scholarship aid for worthy students. Established by C.M. McLean, former member of the Hope College Board of Trustees.

JOHN E. AND EDITH B. MEDENDORP SCHOLARSHIP — A fund to provide scholarships to worthy students.

NELLA MEYER SCHOLARSHIP — A fund established by Prof. Nella Meyer, with additional support from her family and friends, to provide financial assistance to students at Hope College, with preference given to students interested in Music or French.

WIETSCHKE AND NELLIE MIDDLEBUSH SCHOLARSHIP FUND — A fund to provide scholarship aid to a student with high character, financial need and scholarship. Given by Dr. Frederick A. Middlebush in memory of his parents.

MR. AND MRS. HOWARD MILLER SCHOLARSHIP FUND — A fund to provide scholarship aid to worthy students.

THE FRED MULDER GRANT — A fund to provide a grant-in-aid for a worthy student demonstrating financial need. Grades and class standing are not necessarily a determining factor in naming the grant recipient.

I. MULLER SCHOLARSHIP FUND — A fund to provide scholarships for worthy students.

RUTH STAFFORD PEALE SCHOLARSHIP — A fund to provide scholarship aid for a worthy student. Given by Mr. Homer Surbeck in recognition of the distinguished service to the College by Trustee Ruth Stafford Peale.

PEOPLES BANK OF HOLLAND SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students, with first preference given to students majoring in business.

KEN QUIST MEMORIAL SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students.

MAX J. AND FLORENCE V. REESE SCHOLARSHIP — A fund to provide scholarship aid to students with preference given to those interested in or enrolled in pre-medical programs; or, interested in or enrolled in economics and business administration programs. Students must be achieving a minimum 2.5 gradepoint average.

Scholarships

EMMA REEVERTS SCHOLARSHIP FUND — A fund in memory of Emma Reeverts, Hope College educator and Dean of Women, 1946-1963, to provide financial aid to a worthy student.

AGNES ROSS SCHOLARSHIPS — A fund to provide scholarship aid for worthy students.

JOHN H. RUMPH SCHOLARSHIP — A fund to provide scholarship aid for a worthy senior student who needs assistance to complete his education. Established by Mrs. Maude C. Rumph in memory of her husband.

OSCAR O.R. SCHWIDETZKY SCHOLARSHIP FUND — A fund to provide scholarship aid on the basis of need and academic ability. Preference is given to pre-medical students. Established by Mrs. Schwidetzky in memory of her husband, Dr. Oscar O.R. Schwidetzky.

DR. SCHOLL SCHOLARSHIP FUND — A fund established by the Dr. Scholl Foundation to provide financial aid to worthy students pursuing a career in medicine.

THE ESTHER M. SNOW VIENNA SCHOLARSHIP FUND — Established in memory of Esther M. Snow, member of the Hope College faculty 1937-65, whose enthusiasm for music, German and Vienna, served as an inspiration for many generations of Hope students. The fund will annually provide one or more scholarships to outstanding students planning to spend a summer in Vienna studying music, German or European Culture. Recipients will be selected by a designated faculty committee representing music, German and international education.

JOHN JACOB SOETER SCHOLARSHIP FUND — A fund to provide scholarships for worthy students with preference given to those planning to serve in the ministry or in medical missions. Given by the family of Rev. John Jacob Soeter, Class of 1927.

316 **REV. AND MRS. JAMES A. STEGEMAN SCHOLARSHIP FUND** — An annual award to a needy student in honor of Rev. Stegeman's service to the Covenant Reformed Church of Muskegon Heights.

HAROLD A. SYKES MEMORIAL SCHOLARSHIP — A fund to provide scholarship for deserving student. Established in memory of Elder Sykes by the Queens Reformed Church of Long Island, N.Y.

ALBERT H. AND ESTHER D. TIMMER SCHOLARSHIP — Financial aid will be given to deserving students. This fund is made possible by the family of Albert H. Timmer, who faithfully served Hope College for over 40 years in the role of professor, administrator and coach.

JOHN W. TYSSE MEMORIAL FUND — Established in memory of the Rev. John W. Tysse, Hope alumnus and Reformed Church pastor, this fund recognizes the contribution of small churches and their ministers to Hope College and the denomination and provides aid to students from smaller congregations on the basis of financial need and evidence of potential.

GEORGE H. AND HELEN H. VANDERBORGH FUND — A fund to provide financial assistance to students of high respect and reputation. Established by George H. Vanderborgh, alumnus and trustee, and his wife Helen.

Scholarships

ELIZABETH VANDERBUSH MEMORIAL FUND — A fund established by Professor Alvin Vanderbush and others in memory of his wife Betty to provide scholarship aid for a junior student who plans to become an elementary teacher.

JAMES G. AND BERTHA VAN KEULEN SCHOLARSHIP FUND — A fund awarded each year to worthy and needy students pursuing a career in medicine, with preference given to those students desiring to enter the medical missionary field. Given by Mrs. Bertha Van Keulen, former Holland resident and friend of the College.

ELIZABETH KAY VANDER LUGT MEMORIAL FUND — A fund to provide a scholarship for a worthy student whose heritage and interest relate to our historic Reformed Church tradition. Given by Dr. and Mrs. William VanderLugt in memory of their daughter.

KATHRYN VAN GROUW SCHOLARSHIP — A fund to provide scholarship aid for a needy student who is preparing for full-time church work.

OLIN C. VAN LARE SCHOLARSHIP — A fund to provide scholarship aid for worthy students with first preference given to Holland High School graduates pursuing the study of literature. Funded through the estate of Olin C. Van Lare, a 1937 Hope graduate.

FRANCES H. VAN ZANDT SCHOLARSHIP — A fund to provide a scholarship for a worthy student preparing for the Christian ministry.

G. JOHN VAN ZOEREN SCHOLARSHIP — A fund to provide scholarship aid for worthy students.

THE JAMES T. VENEKLASSEN SCHOLARSHIP — This scholarship is awarded annually to a student who demonstrated excellence in Christian leadership. This endowed fund was established in 1974 by Mrs. Ann S. Veneklasen in loving memory of her husband, James T. Veneklasen.

AME VENNEMA SCHOLARSHIP — A fund to provide financial assistance to capable and needy students. Given by Florence V. Lichte in memory of her father, fourth Hope College president, 1911-1918.

WINIFRED WASHBURN SCHOLARSHIP FUND — A scholarship to provide aid for worthy students, with preference given to those pursuing music. Funded through the estate of Winifred Washburn.

THE WILLIAM J. WESTVEER SCHOLARSHIP FUND — A fund to provide scholarship aid for worthy students facing financial need. Established by Maud G. Westveer, Willard M. Westveer and Mrs. Henry Steffens.

JOHN GARRETT AND ANNA WINTER SCHOLARSHIP FUND — A fund to provide scholarship aid to worthy students in the Classics established in memory of Dr. John Garrett Winter, Professor of Classics at the University of Michigan, and his wife, Anna, Hope '02.

JOHN D. WITZEL SCHOLARSHIP — A fund to provide aid to worthy students. Established in memory of Mr. John D. Witzel by the L.N. and Grace Q. Vedder Foundation.

WOMEN'S LEAGUE SCHOLARSHIP FUND — A fund established by the Women's League for Hope College to provide scholarships for needy students from the Reformed Church in America.

HONORS AND AWARDS

Special Awards

J. ACKERMAN COLES DEBATING PRIZES — Gold keys given to upper-class debators who have achieved special distinction in Pi Kappa Delta.

ADELAIDE PRIZE IN ORATORY — A cash award to the winner of an oratorical contest open to all women students on the campus.

GEORGE BIRKHOFF, JR. PRIZE — A cash award to the student submitting the best work in a designated area of English.

PETER BOL AWARD — A cash award given to the upperclass student who in the estimation of the Personnel Deans and Counseling Staff has made signal contribution in counseling and helping underclass students and who gives promise of a career of service to youth.

THE LAURA ALICE BOYD MEMORIAL AWARD IN GERMAN — A cash award to the senior German major whose interest and achievement in the German language and literature has been most significant.

CLASS OF '65 POLITICAL SCIENCE PRIZE — A cash award to be given to the graduating senior who has excelled in the classroom and, in the judgment of the political science faculty, possesses those qualities of character and personality which give promise of a useful career in public service.

MARGARET OTTE DE VELDER PRIZE — A cash award to the junior student who, in the judgment of the political science faculty, has demonstrated unusual interest and promise in political science.

RAY DE YOUNG HISTORY PRIZE — A cash award to the senior student whose interest, achievement, and promise in history, as indicated by his academic record and a significant piece of historical research, most merit the award.

318 **E.I. du PONT AWARD FOR UNDERGRADUATE RESEARCH IN CHEMISTRY** — A cash award to the student who has done the most outstanding research in chemistry.

WILLIAM B. EERDMANS POETRY PRIZE — A cash award for the best creative writing done in poetry during the current year.

WILLIAM B. EERDMANS PROSE PRIZE — A cash award for the best creative writing done in prose for the current year.

ALMON T. GODFREY PRIZE IN CHEMISTRY — A cash award to the senior student chosen the outstanding student in chemistry.

THE JEANETTE GUSTAFSON MEMORIAL GIFT — An award to the most deserving graduating student of the Psychology-Sociology Major Program, chosen on the following basis: ability to demonstrate academic achievement, voluntary involvement in organizations aimed at aiding the community and/or the College, and promise for significant contribution to the helping professions.

THE ALLAN C. KINNEY MEMORIAL FUND — Provides an annual cash

Honors and Awards

award to the outstanding graduating senior majoring in economics or business administration. The winner will be selected by the faculty members teaching in these areas on the basis of scholarship, contribution to campus life and promise of an outstanding career.

THE CHARLES E. LAKE MEMORIAL PRIZE IN PHILOSOPHY — A cash award to that philosophy major in the senior class judged by the Department to be most deserving. Established in recognition of Charles Lake's scholarly abilities, character and Christian commitment by his family, friends, and the First Reformed Church of Three Oaks, Michigan.

ALBERT E. LAMPEN MATHEMATICS PRIZE — A cash award to the senior student chosen the outstanding student in mathematics.

ROBERT L. MELKA MEMORIAL AWARD — A cash prize awarded annually to a freshman or sophomore for an essay in European history that is judged superior by the department of history.

HERMAN MILLER ART AWARD — A book award given to a senior most deserving of recognition and encouragement for creative work in the field of visual arts.

THE MABEL NIENHUIS AWARD IN APPLIED MUSIC — An award in applied music given to three music majors, who at the close of their freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice, and instrumental music to be used for the applied music fees during the sophomore year.

THE LINDA D. PALMER MEMORIAL AWARD IN FRENCH — An award, in the memory of Dr. Linda D. Palmer, Assistant Professor of French, 1966-1971, to the student who, having studied in a French speaking country, demonstrates the greatest promise of excellence in the teaching of French.

PATTERSON MEMORIAL PRIZE IN BIOLOGY — A cash award to a superior student with a major interest in biology, whom the Hope College faculty deems most worthy.

PIETENPOL PRIZE — A cash award to the senior student who gives promise of greatest success in the Christian ministry.

POST JEWELRY MUSIC AWARDS — Gold keys to senior members of the Chapel Choir who have been active members for at least three years and have done outstanding service.

THE MARGUERITE PRINS FRENCH AWARD — A cash award to the senior whose interest and achievement in the study of the French Language and Literature has been the most significant.

MARTIN N. RALPH AWARD IN SPANISH — A cash award to the junior or senior whose achievement in the Spanish language and literature has been most significant.

A.A. RAVEN PRIZES IN ORATORY — Cash awards for the two best orations on a subject of patriotic nature delivered by men students of Hope College.

METTA J. ROSS HISTORY PRIZE — A cash award to the junior student whose interest, achievement, and promise in history, as indicated by aca-

Honors and Awards

ademic record and career plans, in the judgment of the history faculty, most merit recognition.

SANDRENE SCHUTT AWARD FOR PROFICIENCY IN LITERATURE — A cash award to be presented to the senior who has shown outstanding proficiency in English Literature and who expresses the intention of entering the profession of teaching English Literature.

SENIOR BIBLICAL AWARDS — Cash awards to senior students who have exhibited superior ability in the field of Biblical study.

SIGMA XI SENIOR RESEARCH AWARD — A cash award given to that senior who, in the opinion of a committee of Sigma Xi members, has made the most noteworthy contribution to research in the sciences while an undergraduate at Hope.

SLOAN-STEGEMAN AWARD — A cash award to a senior student who displays promise of greatest success in the field of Christian world missions.

SOUTHLAND AWARD FOR WOMEN — A gold medal to the senior who, in the judgment of a faculty committee, has maintained the highest standard of scholarship in several fields, character, and usefulness during the four years of her college course.

THE MINER STEGENGA AWARD — An award in memory of the Reverend Miner Stegenga, which consists of a plaque inscribed and presented annually to a student-athlete in the junior or senior class selected by the Athletic staff and the Faculty Committee on Athletics. The recipient must show leadership in campus Christian activity, demonstrate athletic ability in a college-sponsored sport, and be that student-athlete who, in the opinion of the committee, best exemplifies Miner Stegenga's deep love of sport, and his deeper love and Christian concern for those who played — on both sides.

320 **OTTO VAN DER VELDE ALL CAMPUS AWARD** — A gold medal to the senior man chosen for his outstanding contribution to the college in athletics, scholarship and participation in student activities.

JOHN RICHARD VANDER WILT AWARD — A cash award to a deserving student who, in the judgment of the religion faculty, gives promise of a dedicated service as a minister or missionary.

THE EGBERT WINTER EDUCATION AWARDS — Cash prizes to the young man and the young woman in the senior class who gives promise of making the most significant contributions in the field of teaching.

DOUWE B. YNTEMA PRIZE — A cash award to the senior student who has been chosen the outstanding student in physics.

Fellowship Nominations

MICHIGAN COLLEGE FELLOWSHIP — The University of Michigan has established fellowships which are awarded annually to a selected number of colleges in Michigan. The faculty of Hope College nominates an outstanding member of the graduating class to be the recipient of this fellowship award for graduate study at the University of Michigan.

Honors and Awards

MICHIGAN COLLEGE SCHOLARSHIP — Hope College annually nominates an outstanding member of the graduating class to be the recipient of this scholarship award for graduate study in the School of Business Administration at the University of Michigan.

Departmental Awards

Art

THE HOLLAND COUNCIL FOR THE ARTS SCHOLARSHIP — A cash award of \$300 will be given to a promising major in the Art Department. The Holland Council for the Arts is founded for the purpose of sponsoring and encouraging cultural and educational activities in the Holland and surrounding areas. Deadline for application for this scholarship is April 15th.

THE STANLEY HARRINGTON ART SCHOLARSHIP — Awarded to a promising major in the Art Department, approximately \$100 intended for the purpose of research materials. The Stanley Harrington Art Scholarship is established by friends, students and family in memory of Mr. Harrington, a professor in the Art Department of Hope College from 1964 to 1968.

HERREL GEORGE THOMAS MEMORIAL SCHOLARSHIP — A fund to provide an annual \$1,000 scholarship to assist a HOPE student majoring in Art. The award is made to a student with a particular interest in Early American art whenever possible.

Chemistry

Several corporations and foundations have granted funds to be used as summer research fellowships for students who will make chemistry their profession. Awards are made on the basis of ability. Interested students should consult the chairman of the Chemistry Department.

THE JAECKER CHEMISTRY SCHOLARSHIP — Established by the Harry C. Jaecker, Jr. family, this endowed scholarship is to be used to assist worthy students as designated by Hope College.

RESEARCH ASSISTANTSHIPS — A number of chemistry faculty members have available research assistantships for students to support part-time research during the academic year and full-time research during the summer.

Economics and Business Administration

GEORGE F. BAKER SCHOLARSHIPS — Awards to students entering the Junior year at Hope whose academic record and character reveal promise of future leadership. A majority of the scholarship holders will be students who plan to make constructive business activity their life work. The amount of the stipend is determined by financial need, but honorary awards may be made on the basis of leadership qualities alone.

Languages

FRENCH SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified native speaker of French. The awardee receives a waiver of tuition, cul-

tural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

GERMAN SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified native speaker of German. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

SPANISH SCHOLARSHIP-ASSISTANTSHIP — Awarded each year to a qualified native speaker of Spanish. The awardee receives a waiver of tuition, cultural affairs, room and board fees in return for work as a native assistant in the Department of Foreign Languages and Literatures.

MUSIC

FRESHMAN MUSIC AWARDS — Given each year to entering freshmen in the applied music fields of Piano, Voice, Instrument and Organ. Awards are awarded on the basis of an audition by means of a tape recording. Audition tapes must be submitted by March 1. Additional information can be secured by writing to the head of the Music Department.

GRACE MARGUERITE BROWNING SCHOLARSHIP IN VOICE — Awarded each year to the Junior or Senior music student who, in the opinion of the Music Faculty, has proved himself worthy of such a scholarship under the following conditions:

- a. He has been in residence at Hope College for one year.
- b. He maintains a good general academic record during the year the scholarship is granted and does superior work in his applied music field. Failure to do so means immediate termination of the scholarship.

The scholarship is for one thirty-minute lesson per week throughout the year. A student may receive the scholarship for one year only.

322 **MABEL R. NIENHUIS MEMORIAL FUND** — An endowment fund established in memory of Mabel R. Nienhuis to provide annual support for the Music Department. Awards in applied music given to three music majors, who at the close of their Freshman year receive the highest rating in their jury examinations. One award each will be given in the areas of keyboard, voice and instrumental music to be used for the applied music fees during the Sophomore year.

CLARYCE ROZEBOOM MEMORIAL SCHOLARSHIP IN ORGAN — Awarded to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN PIANO — An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

SCHOLARSHIP IN INSTRUMENTS — An award made to a member of the Junior or Senior class on the same basis as the Browning Scholarship in Voice.

Physical Education

ALVIN W. VANDERBUSH STUDENT ATHLETE AWARD — A fund established in honor of Alvin W. Vanderbush, Class of 1929, who served his alma

mater for twenty-seven years as a teacher and football coach. Awarded each year to an upperclassman who has demonstrated both academic and athletic competence.

Physics

RESEARCH ASSISTANTSHIPS — Full-time summer research assistantships are available to students on the basis of ability.

Psychology

CHRISTOPHER JAMES STRINGER MEMORIAL AWARD — A cash award to a deserving junior or senior selected by the psychology department staff as showing promise of becoming an outstanding psychology student.

Religion

RELIGION SCHOLARSHIP AND ENDOWMENT FUND — A fund administered by the Religion Department for the awarding of scholarships, teaching fellowships and Biblical research grants to superior students contemplating church vocations.

CLARENCE VAN ESS CHRISTIAN EDUCATION ENDOWMENT FUND — A fund established by Clarence Van Ess to provide annual awards to superior students preparing for the Christian ministry. The fund is administered and selections made by the Religion Department.

Theatre

THEATRE PATRONS AWARD — A cash prize of \$100 awarded to freshmen or to Hope Summer Repertory Theatre apprentices intending to enroll in Hope College who in the opinion of the Theatre Faculty have demonstrated especial promise both artistically and academically. Up to two awards, which are made available through the Theatre Patrons fund, may be granted in each recipient category in any one year.

Departmental/Faculty/Administration Endowed Funds

Specified gifts to the College are used to establish endowed funds for the enrichment of faculty and staff. The College believes it is important that funds be made available for the continued personal growth of faculty and staff. These opportunities are essential for maintaining quality education at Hope. Income from these funds is used for individual enrichment and research, endowed lectureships and departmental programs.

Endowed Lectureships

DANFORTH RELIGIOUS SPEAKERS FUND — The Danforth Foundation provides an endowment fund at Hope College whose annual interest is to utilize the enrichment of the Religious Life Program on campus. The goals of the fund are as follows: 1) to deepen and enlarge the religious dimension of the campus family through speakers who can reflect on the broad, inter-denominational and yet positive sense of the Judaeo-Christian perspectives of life and existence; 2) to promote the enrichment of spiritual life on campus through intensification of student-faculty relations on the interpersonal encounter and dialogue level.

THOMAS STALEY LECTURESHIP — The Staley Distinguished Christian Scholar Lecturer Program is a project of the Thomas F. Staley Foundation of New York and Florida, and was established in memory of Dr. and Mrs. Thomas F. Staley and Judge and Mrs. H.H. Gaynes of Bristol, Tennessee. The Thomas F. Staley Foundation believes that the Christian gospel, when proclaimed in its historic fullness, is always contemporary, relevant and meaningful. The Foundation encourages intellectual understanding, spiritual conviction and commitment to service in Christ's name. To this end, the Foundation seeks to bring to college and university campuses of America distinguished Christian scholars who have comparable viewpoints and who can communicate clearly with the several members of the academic community.

Endowed Chairs

PETER C. AND EMAJEAN COOK ENDOWED CHAIR — A chair established by Peter C. and Emajean Cook to provide financial support for a faculty member who has an established record of excellence as a Christian scholar, as evidenced by effectiveness in teaching, a record of scholarship, a Christian life marked by a meaningful integration of faith and practice, and who subscribes to the concept and principle of the free enterprise system.

Faculty Development Funds

MR. AND MRS. CHRISTIAN BECKER FACULTY DEVELOPMENT AWARD — The Becker Distinguished Professorship in Economics and Business is named in honor of Mr. and Mrs. Christian Becker. This fund partially endows a professorship to be awarded by the College to a person who has attained

Endowed Funds

distinction as a scholar and teacher within the field of economic discipline. Given by Mr. Becker's children.

THE ALBERTUS PIETERS FACULTY DEVELOPMENT FUND — Named in honor of Albertus Pieters, College Pastor and Distinguished Professor of Biblical Literature at Hope College in the 1920's. This fund provides monies for development of teaching courses relating the sciences to the Christian faith.

REIMOLD FACULTY STUDY AWARD — The Julie Van Raalte Reimold Award, in memory of his wife, Julia Van Raalte Reimold, is awarded to the member of the faculty whose proposal for summer research and writing best offers effective expression of those spiritual and cultural values which motivated the founder of Hope College, Dr. Albertus C. Van Raalte, and which gives promise of resulting in scholarly or literary publication.

MATTHEW J. AND ANNE C. WILSON FOUNDATION FACULTY DEVELOPMENT PROGRAM — The Matthew J. and Anne C. Wilson Foundation Trust Fund has provided a number of gifts held as an endowment, the interest from which is used for faculty development and advanced study. The mainstay of the Fund is to encourage full-time members of the faculty to grow as scholarly teachers through summer study and research. A special committee of faculty and administration determine the awards annually from applications submitted by the faculty.

THE SIMON DEN UYL AWARD — The Den Uyl Fellowship is awarded annually to a member of the Hope College faculty who has attained marked distinction in his academic career and who proposes a study of considerable scope promising future benefits to the College. It is named in honor of Dr. Simon D. Den Uyl, '19, who initiated the Fellowship in 1958 and who has made possible its establishment as an annual award. The Den Uyl Fellow is selected by a faculty committee and the administration and is the highest award given a Hope teacher by his faculty colleagues.

MARJORIE DEN UYL SUMMER GRANT — An annual award to a member of the music faculty to enable this person to enrich his/her performance and/or teaching ability. Any faculty member within the Department of Music who has taught at Hope College for a minimum of two years is eligible to apply for this grant. The final selection will be made by the Provost after appropriate consultation with the Chairman of the Music Department and the Faculty Status Committee.

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Departmental Discretionary Funds

MARGUERITE E. KINKEMA FUND — A financial resource, administered by the Education Department and used for development of personnel and programs in the field of special education.

JOHN H. AND ANN S. KLEINHEKSEL FUND — Given in memory of John H. Kleinheksel, Professor of Mathematics at Hope College for many years, and his wife, Ann S. Kleinheksel. Income from this fund is to be used in the operation of the Mathematics Department. Funded from the estate of Frank D. Kleinheksel, for his parents.

THE LOUIS AND HELEN PADNOS COMMUNITY EDUCATION FUND — A

Endowed Funds

fund to promote and foster creative programs and projects to further the excellence of the entire educational system of the Holland Community. Administered through the Education Department.

FRANK N. PATTERSON MEMORIAL FUND — Established in memory of Frank N. Patterson, Professor of Biological Sciences at Hope from 1909-1926. The income from this fund is to be used for furthering the College's biology program. Given by T. Elliot and Katherine Weier, in recognition of an imaginative and inspiring teacher.

ENROLLMENT REPORT 1978/79

	Men	Women	Total
Freshmen	332	301	633
Sophomores	348	280	628
Juniors	292	260	552
Seniors	197	189	386
Specials	65	107	172
TOTAL	1,234	1,137	2,371

Geographical Distribution of Students

The United States and Territories:

Michigan	1,593	Wisconsin	25	Iowa	14
New York	177	Pennsylvania	20	Missouri	14
Illinois	165	California	19	Florida	12
New Jersey	128	Massachusetts	15	Virginia	11
Ohio	36	Connecticut	15	Colorado	9
Indiana	25				

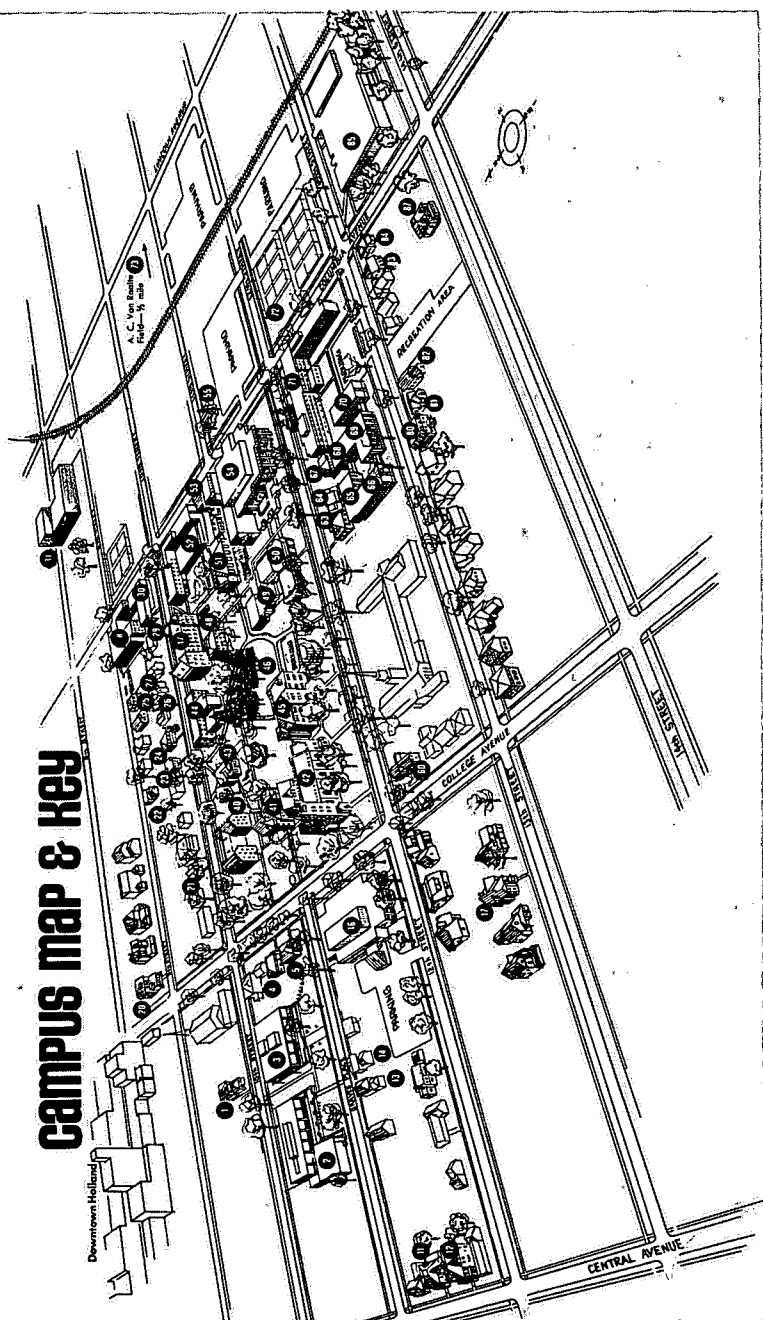
Also:

Alabama	Maryland	New Hampshire	Texas
Georgia	Minnesota	New Mexico	Utah
Hawaii	Mississippi	Oklahoma	Vermont
Idaho	Montana	Puerto Rico	Washington
Kansas	Nebraska	South Dakota	West Virginia
Maine			

Foreign Countries Represented:

Austria	Germany	Mexico	South Africa
Canada	Hong Kong	Qatar	Spain
Chile	Iran	Rhodesia	Taiwan
Cuba	Japan	Saudi Arabia	Viet Nam
Ethiopia	Jordan	Singapore	Yugoslavia
France	Malaysia		

CAMPUS MAP & KEY



45. Administration Building, 85 E. 12th St.
5. Admissions Office, 262 College Ave.
63. Alumni House, 112 E. 12th St.
45. Alumni Office, Van Raalte Hall
- *45. Arcadian House, 109 E. 13th St.
31. Art Department, 174 E. 8th St.
- *84. Beck Cottage, 154 E. 13th St.
- *25. Belt Cottage, 130 E. 9th St.
16. Biology Dept., Peale Center
- *64. Bookstore, DeWitt Center
- *50. Bourne Cottage, 295 College Ave
- *23. Boyd Cottage, 103 E. 10th St.
- *80. Brumler House, 106 E. 13th St.
45. Business Office, Van Raalte Hall
51. Carnegie-Schouten, Pine Grove
- *11. Centennial Cottage, 275 Central Ave.
81. Centurian House, 114 E. 13th St.
16. Chemistry Dept., Peale Center
45. Information Service, Van Raalte Hall
- *53. Columbia Cottage, 264 Columbia Ave.
47. Communication Dept., Lubbers Hall
2. Computer Science Dept., Physics Math Hall
- *66. Cosmopolitan House, 109 E. 13th St.
- *64. Crispell Cottage, 118 E. 12th St.
85. Dance Dept., Dow Center
2. Data Processing Center, Physics Math Hall
45. Dean of Students Office, Van Raalte Hall
- * 4. DePre Cottage, 254 College Ave.
45. Development Office, Van Raalte Hall
54. DeWitt Student and Cultural Center, 137 E. 12th St.
42. Dinnett Memorial Chapel, 277 College Ave.
83. Doesburg Cottage, 148 E. 13th St.
12. Dosker Cottage, 279 Central Ave.
85. Dow Health & Physical Education Center, 160 E. 13th St.
- *22. DuMez Cottage, 106 E. 9th St.
- *44. Durfee Hall, 110 E. 10th St.
- *28. Dykstra Hall, 144 E. 9th St.
47. Economics & Business Adm. Dept., Lubbers Hall
40. Education Dept., Voorhees Hall
- *68. Emersonian House, 119 E. 13th St.
47. English Dept., Lubbers Hall
73. Field House, Van Raalte Athletic Field
45. Financial Aid Office, Van Raalte Hall
41. Foreign Languages & Literature Dept., Graves Hall
- *69. Fraternal House, 119 E. 13th St.
16. Geology Dept., Peale Center
- *13. Gibson Cottage, 30 Graves Pl.
- *30. Gilmore Hall, 143 E. 10th St.
41. Graves Hall, 265 College Ave.
85. Health Clinic, Dow Center
47. History Dept., Lubbers Hall
54. Hope-Geneva Bookstore, DeWitt Center
40. International Education, Voorhees Hall
- *14. Kleis Cottage, 36 Graves Pl.
- *17. Knickerbocker House, 47 E. 13th St.
- *71. Kollen Hall, 140 E. 12th St.
- *70. Lichty Hall, 129 E. 13th St.
47. Lubbers Hall for Humanities and Social Sciences, 126 E. 10th St.
45. Mailing & Word Processing Center, Van Raalte Hall
31. Maintenance Dept., 172 E. 8th St.
- *67. Mandeville Cottage, 126 E. 12th St.
2. Mathematics Dept., Physics Math Hall
- *29. Meyers Cottage, 135 E. 10th St.
49. Music Dept., Nykerk Hall of Music
49. Nykerk Hall of Music, 111 E. 12th St.
- *82. Oggle Cottage, 118 E. 13th St.
16. Peale Science Center, 35 E. 12th St.
- *52. Phelps Hall, 150 E. 10th St.
42. Philosophy Dept., Dinnett Chapel
85. Physical Education & Recreation Dept., Dow Center
2. Physics Mathematics Hall, 25 Graves Pl.
2. Physics Dept., Physics Math Hall
46. Pine Grove, Center of Main Campus
47. Political Science Dept., Lubbers Hall
43. President's Home, 92 E. 10th St.
45. President's Office, Van Raalte Hall
- Provost, Van Raalte Hall
- Psychology Dept., Peale Center
21. Public Safety Office, 79 E. 10th St.
- *20. Reese Cottage, 65 E. 9th St.
45. Registrar, Van Raalte Hall
47. Religion Dept., Lubbers Hall
31. Rusk Building, 172 E. 8th St.
41. Schoon Meditation Chapel, Graves Hall (ground floor)
- *26. Scott Cottage, 129 E. 10th St.
49. Snow Auditorium, Nykerk Hall of Music
41. Sociology Dept., Graves Hall
- * 1. Steffens Cottage, 37 E. 10th St.
54. Studio Theatre, DeWitt Center
- *24. Taylor Cottage, 111 E. 10th St.
72. Tennis Courts, Columbia and 12th St.
54. Theatre Dept., DeWitt Center
- *27. Van Drezer Cottage, 123 E. 10th St.
73. Van Raalte Athletic Fields, 11th at Fairbanks Ave.
45. Van Raalte Hall, 85 E. 12th St.
- *48. Van Vleck Hall, Pine Grove
3. Van Zoeren Library, 41 Graves Pl.
40. Voorhees Hall, 72 E. 10th St.
- *87. Welmers Cottage, 135 E. 14th St.
50. Weyland Wichers Auditorium, Nykerk Hall of Music
- *55. Yonkman Cottage, 265 Columbia Ave.

*Student Housing

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CORRESPONDENCE DIRECTORY

Officers of the College will be happy to answer questions. For prompt attention inquiries in specific areas should be addressed:

Admissions and Financial Aid

Admissions and financial aid requirements, campus jobs, application forms, catalogs, etc.

Offices of Admissions & Financial Aid

Educational Program, Transcripts, Academic Reports

Information on courses of study, requests for transcripts and correspondence regarding transfer work or withdrawal.

The Registrar

Student Services

Information about enrolled students — general welfare, health, counseling services.

Dean of Students

Business Matters

Payment of college fees, repayment of student loans and other business matters.

Business Manager

The Development Program

Information on annuity investment opportunities, gifts, and bequests.

Office of Development

Foreign Study Programs

Director of International Education

Summer Sessions

Information about admissions, fees, course offerings, etc. (Summer catalog printed in March)

Director of Summer Sessions

General Information and Policy

Matters other than those previously specified.

The President

IMPORTANT DATES FOR NEW STUDENTS

Students must apply for admissions and submit the Financial Aid Form (FAF) by the following dates:
Financial Aid Deadlines for Priority Consideration

Fall Semester:

1. Freshmen: March 1
2. Transfers: May 1

Spring Semester

1. Freshmen: Dec. 1
2. Transfers: Dec. 1

Campus Visitation Days for High School Students & Parents

Friday, October 26, 1979
Friday, November 16, 1979
Friday, December 7, 1979
Friday, January 25, 1980
Monday, February 18, 1980*
Friday, March 14, 1980
Friday, April 11, 1980
JUNIOR DAY:
Saturday, April 26, 1980

*Denotes National Holiday

National Testing Deadlines

ACT — (For information see your high school guidance counselor -
Hope College Code Number is 2012)

October 20, 1979
December 8, 1979
February 16, 1980
April 12, 1980
June 14, 1980

SAT — (For information see your high school guidance counselor -
Hope College Code Number is 1301)

November 3, 1979
December 1, 1979
January 26, 1980
March 22, 1980
May 3, 1980
June 7, 1980

PSAT — (For information see your high school guidance counselor -
Hope College Code Number is 1301)

Tuesday, October 23, 1979
Saturday, October 27, 1979

Deposit Deadlines

Freshmen: \$100 by May 1, 1980
Transfers: \$100 by June 1, 1980

